

St Peters Kindergarten

Inspection report for early years provision

Unique Reference Number	309564
Inspection date	25 June 2007
Inspector	Margaret Baines
Setting Address	Norfolk Road, Lytham St. Annes, Lancashire, FY8 4JG
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Registered person	Elizabeth Kelly
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

St Peters Kindergarten was registered with Ofsted in 2001. It is managed by the governing body of St Peters RC Primary School in Lytham. The kindergarten operates from a classroom within the primary school. Children also have access to the infant school outdoor play area which includes the 'trim trail'. Children attend from the ages of two to four years on a full or a part time basis.

The kindergarten is managed by a coordinator who holds a Level 3 childcare qualification. She is assisted by two staff, one who also holds a Level 3 childcare qualification and one who is working towards a Level 2.

The kindergarten operates on Monday and Friday mornings between 09.00 and 12.00, and additionally on Tuesday, Wednesday and Thursday all day between 09.00 and 15.00 during term times only. When children attend all day there is a choice of a packed lunch supplied by parents or a hot, cooked school dinner. There are currently 34 children on roll, of whom 31 are in receipt of funded education. The kindergarten supports children with learning difficulties,

and those who have English as a second language. The kindergarten receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are developing an excellent understanding of the importance of hygiene. They are aware of the risks from germs because staff explain and encourage them to wash their hands at appropriate times of the day. Children visit the bathroom independently attending to their personal needs with staff support if required. Children are learning how to care for their health needs because they know that they must wear their hats, coats, scarves and gloves when it is cold outside. They also know that when it is sunny they must put their sun hats on and apply the sun cream.

Children are learning why it is important to rest at certain times of the day, for example, quiet time is after lunch. Key staff hold a current first aid certificate and feel confident to deal with a first aid situation should one occur. Their health needs are met exceedingly well through the provider's detailed, clear hygiene policies and procedures. Children are developing an awareness of healthy foods. They enjoy healthy snacks, which include fresh fruit, breadsticks, toast and vegetables. Children may help themselves to a drink from the water cooler and can access their drinking bottles at any time to ensure they are not thirsty. The setting ensures children are provided with at least five fruit and vegetables each day as part of the planned menu. They can also explore the taste of different foods through the activities planned; they make decisions about whether they like or dislike the foods. The excellent range of healthy snacks encourages enjoyment of nutritious foods.

Children's dietary needs are met very well because staff ensure information from parents is recorded in detail. The menus are varied and contain an excellent range of healthy foods. For example, children choose from lasagne, a tuna roll or a meal from the cold counter.

Children thoroughly enjoy the very frequent opportunities to be active indoors and outdoors and are developing excellent physical skills. They participate in daily outdoor play, enjoy music and movement and learn to coordinate their bodies and move safely. Their competence in using large equipment is very well developed. They use the 'trim trail' and the various sit and ride toys where their competence at negotiating and moving in different directions is excellent. Children are also developing an understanding of how they feel after exercise and what happens to their bodies when they are active.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in an extremely welcoming environment, which is planned to meet their needs by ensuring the play areas are maintained to an excellent standard. Children display an excellent understanding of how to keep themselves safe because staff are very committed to ensuring children learn the safe procedures. For example, children understand they must walk not run when moving from one area to another. They actively remind each other to walk and not to run. Children are also extremely helpful when tidy-up time arrives and take responsibility for putting toys and resources away in the appropriate place.

The setting has a comprehensive risk assessment in place, which effectively minimises the risk to children and helps to keep them safe as they play freely. The kindergarten is very welcoming to parents and children, being enhanced by wonderful examples of children's own work, which is attractively displayed, so encouraging children to feel proud of their achievements. Photographs of children at play also reflect very positively the ethos of the setting. Children delight in talking about their work and are eager to share this with others. For example, the children are very excited about the models they are making and the experiments they are carrying out in the water tray. Children can enjoy areas for vigorous play and for relaxation. Children thrive in a setting where they can move freely and without restriction as they access play materials and choose activities and resources from those stored within easy reach.

Children's welfare is protected most effectively because staff are extremely clear in their role in child protection and understand their responsibility to contact the named person. Training in relation to child protection has been completed and a refresher course is planned, so ensuring staff continue to be most vigilant and secure in their knowledge and understanding. The named person is aware of her role and the procedure she must follow should a situation occur that requires a referral to the appropriate agency.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children look forward to coming into the nursery. They enter happily and quickly engage in a favourite activity as they await the arrival of friends. They go to play confidently before registration time. They demonstrate excellent independent learning skills, for example several children gathered around the water tray experimenting which objects float and sink. Children confidently are beginning to form relationships and make friends. Children make good progress as staff have a secure knowledge of the 'Birth to three matters' guidance and the Curriculum guidance for the foundation stage

Nursery education

The quality of teaching and learning is outstanding, which means that children are making excellent progress towards the early learning goals. Staff demonstrate an excellent knowledge and understanding of the Foundation Stage through experiencing effective training and support from the Foundation Stage teacher in the school. Planning is comprehensive and encompasses all areas of learning, ensuring that children are provided with a highly stimulating and well balanced curriculum. Highly effective systems are in place for identifying children's starting points, including accurately using information obtained from parents. Information is used successfully to inform future planning, including focused activities that involve both group and individual work. This ensures that all children are offered challenges appropriate to their level and ability, and are able to make optimum progress, including children with learning difficulties and disabilities. Staff carry out observations of the children and evaluate the provision weekly to effectively meet the needs of all children. Children display high levels of involvement in activities because staff create a highly accessible and exciting environment. Children persist with activities for extended periods of time and independently move around the setting as they select their play resources. They confidently tell staff that they need to use the toilet and access the cloakroom independently. A group of children eagerly make their way to the table for the shape game and others are excited as they create in the workshop. Children show excellent listening skills during registration time and story time. This is as a result of effective staff questioning and animated story telling.

Children play extremely cooperatively. They patiently wait to take their turn on the computer and are effectively supported in this by the excellent system of encouraging children to negotiate their time in an activity area. Children develop an awareness of the cultures and beliefs of others through a range of purposeful activities and resources. For example, they dress up in traditional ethnic costumes and complete puzzles that reflect a range of families from different ethnic backgrounds.

Children confidently use language in a variety of ways. They clearly express their feelings, ideas and wishes, for example, as they tell staff that they want to make a boat or encourage the childcare inspector to taste a 'cake' made from play dough. Children freely talk about their home and family, for example one child told the group how he won a small cup at a local show. Staff provide ample opportunities for children to link sounds and letters and ensure that children are able to revisit activities to consolidate their learning. Children confidently use writing as a means of recording and communicating as they make a shopping list, attempt to write their name on their painting or as they make marks with felt pens and explain that they are drawing a picture of their mummy. Children begin to recognise some familiar marks or words as they find their name and place it on a coat hook. Children have ample opportunities to use numbers in everyday activities and regularly count beyond 10, for example, as they count how many children are present at registration. Children competently sort and match everyday objects, such as when they tidy away resources or their plates and cups at snack time. They learn to solve number problems in everyday activities and use positional language, such as under and over, while talking about the adventures on the 'trim trail'.

Children also use their initiative to find their own solutions to problems. For example, they find alternative ways to secure items onto their models and try a variety of objects in the water tray to discover if they will float or sink. Children excitedly explore a range of media. They show an awareness of change as they identify that the dough becomes sticky when water is added or that it changes colour when a colour is added to the mixture. Staff skilfully use spontaneous events to extend children's learning about patterns and change, for example, as children make marks in the shaving foam tray they encourage children to identify patterns. Children notice changes in the weather as they tell staff that it is going to rain because there are big black clouds. They also take responsibility for changing the weather chart, carefully considering if it is sunny or cloudy today. Children show a high level of interest in the computer. They show extreme proficiency in operating simple programs and skilfully manoeuvre the mouse, explaining that they use the mouse to move the objects on screen.

Children experiment with different ways of moving as they confidently ride around on wheeled toys, negotiate space to steer around their peers or objects, or as they enthusiastically participate in role play. Children engage in a wide range of activities and discussion to develop health and body awareness. For example, they have excellent opportunities to try a range of very healthy snacks and have regular food tasting activities. Children use a range of large and small equipment competently. The addition of the 'trim trail' in the outdoor area has added a huge dimension to the range of activities that children can enjoy. They develop excellent hand-eye coordination as they pat and roll the dough, use cutters to create bun shapes, use scissors to cut the sticky tape and correctly hold mark making materials to create a range of patterns and shapes. Children begin to build a good repertoire of songs and are clearly familiar with the songs that they have learnt. Children also enjoy accompanying songs with the musical instruments, skilfully recognising both loud and soft sounds. Children show excellent imagination in a variety of situations. They pretend to book a holiday to a variety of places when they visit 'St Peters travel shop' and they attend to the babies in the home corner.

Helping children make a positive contribution

The provision is outstanding.

Children are enthusiastically welcomed into the setting. They are valued and respected because staff ensure each child has the opportunity to engage in all aspects of the curriculum, whether they attend daily or on a part time basis. The inclusion of all children is actively planned and monitored and the differentiation aspect is covered most effectively in planning. Children who have a learning difficulty and those who have English as a second language are supported and encouraged to achieve within this vibrant setting.

Behaviour within the setting is consistently of a high standard as children have a mature understanding of right and wrong. Children frequently manage their own behavioural incidents with great success. For example, one child explains to another that they must share the tape measure.

Children are learning to take responsibility for their behaviour because the staff are very diligent in the way they follow positive and effective strategies for helping children learn to manage their behaviour. Children learn the boundaries and guidelines because staff are consistent and are excellent role models, having high regard for each other and the children. Children learn right from wrong because staff are consistent in their approach and provide gentle reminders to reinforce boundaries.

The partnership with parents is outstanding and contributes significantly to children's well-being. Parents are provided with extremely detailed information, which informs them about the care provided, including the 'Birth to three matters' guidance and the curriculum for the Foundation Stage. Parents' views are actively sought and they are provided with regular newsletters to update them on aspects of the setting. Parents learn about their child's development through discussion at parents' afternoons, and strong links with their child's key worker. Parents are actively encouraged to look at the children's delightful records of achievement, which clearly document their child's progress in both written and pictorial format. Parents are actively involved in their child's learning by providing detailed information at the time of their child's registration. They also update the key worker on any significant changes and developments, and contribute significantly to the topic work. This effectively ensures children's individual needs are met and a strong link is made with home.

The children learn about their community through many interesting and appropriate activities, for example, the children have recently visited the new play park. They are also involved in many aspects of the life of the school and their contribution is significantly valued. Children enjoy playing together and are learning to share and take turns, for example, when enjoying an activity or sharing snack.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is outstanding.

Children's care is enhanced by the exceptional organisation of the environment, which enables children to make choices from extremely high quality resources. The coordinator and staff are committed to ensuring that all children receive the highest quality care and education. She actively encourages all staff to review their own practice through regular meetings, planning evaluations and weekly discussions about children's progress. This ensures that the curriculum

and teaching methods take full account of the children's individual needs and the diverse ways in which children learn. The high quality training programme is carefully planned to meet the individual and collective needs of all staff. For example, all staff are to attend the safeguarding children's training and one member of staff is currently working towards the National Vocational Qualification Level 2 in childcare practice. This ensures that all staff are able to deliver a highly successful early years programme for all children.

All policies and procedures are regularly reviewed and updated to ensure they comply with current requirements. As a result children's welfare is further protected. The setting has provided a robust system for the vetting and clearance of all staff.

The leadership and management are outstanding, with staff being led by a committed management team. They work exceptionally well together as a team and support each other in their roles. The setting promotes the education and outcomes for children exceptionally well, with a team of committed staff who continuously monitor their own performance.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to ensure that children wear sun hats when exposed to hot sun and to provide a formal induction procedure. Sun hats are now readily available for the children to wear and there is in place a formal induction procedure, which ensures staff are fully aware of their roles and responsibilities within the kindergarten. These improvements have significantly enhanced the care for the children.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk