

St. Andrew's Pre-School

Inspection report for early years provision

Unique Reference Number	155380
Inspection date	22 May 2007
Inspector	Teresa Colburn
Setting Address	The Steyning Centre, Fletchers Croft, Steyning, West Sussex, BN44 3XZ
Telephone number	01903 814479
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Registered person	Marion Pickup
Type of inspection	Integrated
Type of care	Sessional 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 good. 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. Andrew's Pre-School opened in 2001. It operates from the Saxon Room and kitchenette in Steyning Centre, West Sussex. A maximum of 24 children may attend at any one time. The pre-school opens Monday to Friday 09:00 to 12:00 and Tuesday and Thursday 13:30 to 16:00 term time only. All children share access to an outdoor play area.

There are currently 57 children aged from two to under five years on roll. Of these, 44 children receive funding for nursery education. Children come from the local catchment area. The pre-school is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The setting employs five staff. Of these, three staff, including the manager, hold appropriate early years qualifications. Two staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean, welcoming environment. Children learn to manage their own personal hygiene because staff consistently encourage their independence. For example, children automatically wash their hands after visiting the toilet and understand the need to blow their own noses and dispose of tissues appropriately. They also understand the need to sweep the floor when they have accidentally dropped lots of small pieces and can freely help themselves to beakers of fresh drinking water.

Children eat healthy snacks mid-morning, prepared by staff and children following good hygiene practices. Children enjoy the social interaction of sitting in small groups and chatting between themselves and staff during informal snack time. Children develop their independence by choosing their own drink, they skilfully pour their own water or milk from jugs, and enjoy helping peel oranges, kiwi fruit and apples. Staff are on hand to assist children that may require additional help or guidance. Children take great pleasure in bringing lunch boxes from home, staff are vigilant to ensure children do not share food with each other, as they are fully aware of children's special dietary requirements. Children's health and dietary needs are met effectively, because staff work well with parents, keep clear records and are well informed about children's individual needs.

Children benefit greatly from the high emphasis placed on taking daily exercise and fresh air. Children progress quickly in gaining body control through frequent use of a variety of apparatus and equipment. Staff are fully aware of children's individual abilities and organise various activities which meet the needs of each child. Children delight in their play, riding bicycles up and down the outside area and recognise the need to stop when they reach the stop sign, which has been implemented by both staff and children. Children concentrate intently whilst throwing balls at each other to catch. Staff continually praise all the children's attempts.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from playing in a well organised environment which allows them to move around and play safely. They have access to a wide range of toys and resources appropriate to their age and stage of development, as staff set up a stimulating and inviting indoor play space prior to children's arrival. Children benefit from the wide range of suitable toys and equipment, which are of good quality and maintained in a clean and safe condition.

Children's safety within the pre-school is paramount to the staff. They ensure that risk assessments are carried out daily in the room, toilets and outside area. Children are unable to leave unattended as security into the hall is very secure. Alarms have been added to the main doors for additional security, therefore children are well protected at all times. Children are developing an awareness of the importance of protecting themselves from the sun, as they remember everyone, including staff and visitors, need to wear hats before going out to play. Staff deployment is very good and guarantees children are very well supervised and safe at all times.

Children are protected from harm and kept safe because staff have a secure knowledge of their role with regards to safeguarding children. They know and understand the procedures to follow should they believe a child to be at risk.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children thoroughly enjoy their time in the setting, having fun as they learn through play. They experience a multitude of fun and interesting first hand activities. Relationships between children and staff are excellent; they genuinely enjoy each other's company. This contributes to all children becoming confident and settled. Children's confidence and self-esteem is developed because the staff provide praise and encouragement. Children enjoy group circle session with a planned visitor. They concentrate intently whilst listening to a story about a dinosaur, they listen and watch excitedly as the visitor explains how they can use their hands to sign dinosaur and various colours, all the children practise signing with confidence, staff and the visitor continually praise the children for their skill. Children watch in awe as the visitor opens a small box to reveal a small Sinaloan milk snake, they explain it recently shed its skin and shows the children how they can hold it correctly. Some children enthusiastically feel the snake and bravely have it placed around their neck. All the children greatly enjoy the visitor's story, learning sign language and show enormous curiosity about the snake. Staff gently remind children of the need to wash their hands after touching the snake, prior to commencing any additional activities, therefore children's hygiene is not comprised. Both the visitor and staff use clear, informative language during this stimulating session, which further aids the children's learning and development.

Nursery Education

The quality of teaching and learning is outstanding. Children develop excellent independence as they freely help themselves to resources and make their own decisions about their play. Their independence is further encouraged by the low level coat hooks for them to hang their own coats on, accessible name tags to display their construction creations to their parents and their ability to help prepare snacks. All children within the setting are interested, excited and highly motivated by the activities. Staff use their thorough understanding of the Foundation Stage to set up an extremely child-friendly environment, which aids children to become confident learners. Staff observe children during free play and focused activities and use the informative notes to assess children's achievements. This enables to staff to fully identify each child's stage of learning and plan for their next stage of development. Staff actively support children in all aspects of their learning and play, they use open ended questioning techniques to encourage children to think for themselves and solve problems.

Children are extremely well motivated and enjoy new challenges. They are actively involved in their learning. They are confident, work well independently, take initiative and show high levels of concentration. Children speak very confidently to peers and adults. They enjoy books and listen avidly to stories. They spend time 'reading' and sharing books with friends and adults and can relate well-known stories by looking at the pictures. Children are beginning to recognise simple words displayed around the room have meaning.

Children have a good opportunity to recognise and use numbers in familiar context. For example, staff give children random number cards and request they stand in a line. Most children instantly recognise the number are not in the correct sequence. All the children relish in telling staff the correct sequence of numbers. They learn about size, shape and using appropriate maths language

through practical worthwhile activities. For example, whilst planting their own sunflower seed. Children are very confident in using information and communication technology. They demonstrate effective mouse control when playing games on the computer. Children use a range of small tools when playing with the play dough, they freely use pens and pencils effectively and hold them correctly.

Children have free access to craft materials which are available throughout the sessions, enabling them to create their own ideas, using their imagination freely to express themselves. For example, a small group of children become engrossed when freely using paper, sellotape, sequins and card to make pictures. Staff greatly praise a child for making a crown, and encourage them to show another child how to make this using paper. The child skilfully explains the need to fold the paper in half, and then in half again and how you must cut along the fold lines. They then show the child, when the lines have been cut, how to use the sellotape dispenser to fix the crown together.

Children move around with confidence and coordination, showing an awareness of others both inside and outside. They use a good range of large and small equipment and tools to develop muscle skills. This includes activities such as art and craft, gardening, free computer access, puzzles and messy play. The outside area is used regularly and includes various areas of learning.

Helping children make a positive contribution

The provision is good.

Children are treated with respect and made to feel good about themselves. They learn to feel part of their local community through visiting, for example, the local library, church and fire station. Children are becoming aware of the wider society and increasing their awareness of diversity, through planned activities and celebrations. For example, Harvest festival, Diwali, Ramadan, St Andrew's day, St David's day, Jewish Passover, Chinese New Year and American Independence day. Children's spiritual, moral, social and cultural development is fostered.

All children and families are made very welcome in the pre-school. Close attention is paid to children's individuality and information is gathered from parents initially so that staff are able to include children from the start. Children with learning difficulties and/or disabilities are well supported by a staff team who are experienced and enthusiastic. The co-ordinator is experienced and works closely with parents and outside agencies to develop individual play plans, which helps children reach their full potential.

Children's behaviour is very good. They benefit from constant praise and encouragement from staff which enhances children's self esteem and a real sense of belonging. Staff give clear explanations of acceptable behaviour to help promote children's understanding of right and wrong.

Partnership with parents is outstanding and this contributes to the children's well-being whilst at the pre-school. Relationships between staff and parents are warm and welcoming, parents speak highly about the quality of the provision generally and in particular the information staff provide on their child's progress. A variety of methods are used to ensure parents have opportunity to participate fully in their children's care and learning. There are displays in the entrance area which gives parents information about what is happening in the pre-school. A newsletter is produced regularly to link in with the themes the children will be working on. It includes tips on activities children will be doing, requests items the children can bring into pre-school relating to themes and requests for parents to support activities, such as helping

children learn about nature walks and help with gardening. A key worker system provides parents with the opportunity to discuss their children's progress. Parents have free access to an informative parent file and information on the Foundation Stage. Staff provide parents with a termly report on their child, which details briefly how their child is developing and progressing. Staff encourage strong links be established between home and the pre-school as parents are encouraged to share information about their child's interests.

Organisation

The organisation is good.

Management and staff all share the same vision and work together as a strong and enthusiastic team, ensuring that they provide good levels of care and learning opportunities so that children fully enjoy their time at the pre-school. Staff are well deployed and make good use of the space in all areas of the pre-school, which ensures children receive high levels of support. Policies and procedures to guide the staff team are in place and easily accessible to parents. These are used effectively to promote the welfare, care and learning of children. At present some documentation requires some minor amendments to ensure it is in line with the current legislation. The manager is aware of the need to continually review all documentation to ensure it is in line with current legislation.

The leadership and management of nursery education is outstanding. The manager is very aware of her role and responsibility. Systems for staff recruitment, induction and appraisal are in place and work effectively. The manager is well qualified and experienced, staff are encouraged to further training to enhance their own knowledge and development. Excellent organisation of the premises, resources, routine and staff deployment means that children play and learn in a safe environment, develop independence in making choices and practical activities, making good use of both inside and outside areas. Staff attend regular team meetings and cascade any additional training undertaken to the rest of the staff team, which helps ensure everyone is kept up to date. Staff complete informal observations on all children, which enables the child's key worker to use the observations in the child's development file. Therefore, the children's individual needs are fully met by all staff. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Following the last care inspection the pre-school now ensures all accidents are fully documented and ensures the attendance register is maintained effectively. They have obtained and implemented the Local Safeguarding Children Boards procedures. All of these measures contribute to the welfare of the children.

Since the previous nursery education inspection the pre-school has further developed the children's book area. Children enjoy handling and looking at books in a comfortable inviting area. This helps children progress in their learning and development.

Complaints since the last inspection

Since the last inspection 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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to review all documentation to ensure it is in line with the National Standards

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