

# St Williams Pre-School

Inspection report for early years provision

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**Unique Reference Number** 103853

**Inspection date** 28 September 2007

**Inspector** Janette Mary White

**Setting Address** St Williams Church Hall, Walderslade Village, Chatham, Kent, ME5 9LR

**Telephone number** 01634 669404 and mobile 07967442825

**E-mail**

**Registered person** Anouska Joyce

**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](http://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 good.

### WHAT SORT OF SETTING IS IT?

St Williams Pre-School opened in 1998 and operates from three rooms in a church hall. It is situated in the town of Chatham, Kent. A maximum of 32 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.30 to 12.15 for 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 37 children aged from two to under five years on roll. Of these 16 children receive funding for nursery education. Children come from a wide catchment area. The pre-school currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The pre-school employs nine staff, seven of whom 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 do not always have opportunities to freely access drinks at all times. They enjoy healthy snacks, such as bread sticks, fresh fruit and plain biscuits. However, sometimes children are not provided with plates or bowls. Older children are able to talk about 'good' and 'bad' foods. For example, they know fruit and vegetables are good and sweets are bad. They use jugs and can easily lift these by themselves or with support from an adult. Children are aware of good hygiene through planned activities and the daily routine. For example, they know why they wash their hands. Staff competently explain to children the importance of hand washing after going to the toilet or wiping their nose. They support and guide children to become increasingly independent in their personal care, such as going to the toilet and putting on aprons for messy play. Staff wear disposable gloves when changing children's pull up nappies, which helps to protect them from cross infection. Children respond enthusiastically to singing rhymes and action songs. This enables them to develop good co-ordination as they use resources, such as pedalling and steering small cars. Children are gaining confidence when using the balancing beams. They are becoming increasingly aware of the way activity affects their bodies and know when they need a rest.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children enjoy freedom to move around and play within safe boundaries. The main exit is locked and fire exits are kept clear. The emergency evacuation procedure is discussed and practised with children. However, this evacuation procedure is not practised with all staff. A written risk assessment is completed, although socket covers are not always in place. Good safety procedures are in place. For example, visitors are challenged and their details recorded. Staffing ratios ensure good levels of supervision and physical boundaries have been designed to ensure the safety of children. For example, screens are used to divide the room into small areas. Children's welfare is supported through child protection policies and staff have a good understanding of what action to take if they have concerns about a child in their care. Child protection training has been attended by senior staff. Older children have safety in mind. For example, they remind each other not to run inside. Staff organise visits by professionals and encourage children's understanding of safe practises. For example, crossing roads safely. Children are beginning to learn about their own safety because staff plan stimulating activities. Displays of children's work shows that staff value children's contributions.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at the group and are offered a broad range of activities. They are interested and enthusiastic in their play. Staff encourage children through open ended questions to develop their interest. For example, what 'letter' do you need to press to type your name on the computer. Children develop some aspects of physical control through stimulating indoor activities. However, the outdoor environment is not always used daily. This does not extend opportunities for children to explore physical activities in the fresh air. Staff have a good knowledge of each child's stage of development. Their wide range of understanding means all the children are gaining confidence to try out new skills, they know when to ask for help as they begin to set their own limits. For example, children are excited as they develop a new skill

by balancing on stilts. Children have good relationships with staff. They seek support or a cuddle and ask for help. For example, in the role play area when posting a letter at the post office. They participate in a balanced range of activities that include quiet and active play, such as reading stories, educational computer games and painting. Some are adult initiated, such as placing large pegs in a peg board and planned craft, and some offer free choice, such as construction and imaginative play. This balance helps children to make good progress in all areas of learning. Children are beginning to make progress using their senses and the creative abilities. There are easily accessible books and resources to help develop children's imagination and communication skills. For example, children choose the 'big' books and mimic reading stories to each other. Investigation through resources including sand, cooking and drawing helps all children to represent their experiences and ideas and make connections as they play.

## **Nursery Education**

The quality of teaching and learning is good. Children are making good progress towards the stepping stones and early learning goals. During activities staff make observations and these are used to monitor children's progress. They take note of their individual responses to help build an accurate picture of each child's progress. Staff complete regular evaluations which focus on the success of activities or what they might need to change. Children are provided with activities which build on what they already know and can do because staff establish children's starting points. They show a sense of belonging as they play and learn together. They are engaged in meaningful activities and respond well to challenges. Children's confidence is growing as they share experiences and they are happy and settled as they participate in some types of play, such as pretending to cook different play foods. Children are beginning to gain confidence with numbers and counting. For example, as they count the number of children and adults at story time. Children use a variety of resources to make marks and some are able to type their name on a computer game. They enjoy action songs at small group time. Children's understanding of space, shape and measure is developing as they use scales to weigh bears in different sizes. They use language, such as 'bigger' to describe the size of the bear and use their imagination as they act out scenarios through well resourced role play opportunities. Children are developing hand eye co-ordination. Some are able to click and drag the mouse as they follow simple instructions on the computer. Overall the provision plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

## **Helping children make a positive contribution**

The provision is good.

Parents are aware of the policies and procedures and understand that necessary details are recorded on their child. Records on accidents, medication and existing injuries are maintained. However, not all records are kept confidential. For example, medication records are not individual. There is a policy on equality. Children have access to varied resources, toys and equipment to stimulate their individual development. Information is gathered regarding children's appropriate care needs, such as their religion and language at home. Children are welcomed and staff value and respect their individuality. They take an active part in the group because they have opportunities to learn about the world around us, themselves and each other through planned activities. Children's behaviour is good and they are beginning to understand the need to take turns. This is effectively supported by the staff as they gently remind them to share the resources. Children are developing good relationships with other children and co-operate as they negotiate with each other. For example, they take turns using the cars and bikes. Consistent boundaries are set for children and this actively helps them to understand right and

wrong. Staff use wooden faces with children to help show how they feel. Children show a sense of belonging because they are regularly acknowledged and affirmed by staff. They are beginning to develop self assurance when seeking comfort. Children with learning difficulties and/or disabilities are recognised and competently supported by staff enabling their individual progress. Observations are used to encourage children to become involved in play and learning, helping them to develop relationships with others. They receive individual attention and all staff are aware of their needs. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. The written complaint procedure is made available to parents. There is now a system to record complaints and maintain a summary for parents. Parents are offered a good variety of information on Birth to three matters framework and on the Foundation Stage curriculum. This includes planned activities and examples of the children's work. Parents complete a form, which helps to identify what children can already do. They effectively share information and parents feel their children are included. New parents to the setting feel that staff are getting to know their children's characters well. Parents have meetings once a year to discuss their child's progress with a key worker. They are very pleased with the service they receive and most use the contact books to support their child. Children benefit from the involvement of their parents in projects which contribute to their good health, safety, development and learning.

## **Organisation**

The organisation is good.

Most staff, including the managers, are appropriately qualified and vetted. Children are never left alone with unvetted persons. Records identify future training and these are discussed during the regular staff appraisals held each year. There is a staff induction programme. However, not all new staff have completed this programme. Policies and procedures contribute to the efficient and safe management of the provision and help to promote children's welfare, care and learning. The providers are continuing to improve the recruitment and vetting procedures in line with changes in regulations. There is a system in place to retain Criminal Records Bureau information. Staffing ratios meet with requirements and children have plenty of space to move around and make choices in their play. Children have easy safe access to the well organised resources and toys. Records about individual children are shared with their parents. The registration system shows the hours of attendance for children and staff. The registration certificate is displayed for parents.

Leadership and management are good. Some staff are not familiar with all of the procedures, such as parents failing to collect their child or a child being lost. In addition, they not aware of the process for allegations of abuse made against a member of staff or a volunteer. Most staff have a competent knowledge of the Foundation Stage and key workers have clear aims for the personal development and achievements of all children. Staff work well together as part of a team. They are committed to the integration of care and nursery education and continue to review the improvements of the provision. Key workers influence the planning of activities to ensure they meet the individual needs of the children. Staff effectively maintain records of the child's next step. They successfully differentiate activities for more able and less able children within the planning of activities. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

The previous inspection highlighted three recommendations to ensure; there is a child protection procedure with details of allegations of abuse made against staff, volunteers and students, children have an appropriate range of resources which reflects positive images and promotes equality of opportunity. In addition, make available to parents a written complaints procedure.

Since the last inspection the providers have devised a child protection procedure including details of allegations of abuse made against staff, volunteers and students. They have implemented a complaints procedure for parents and extended the provision of resources, which reflects positive images and equality of opportunity.

As a result, children have many opportunities to play with resources which reflect positive images and promotes equality of opportunity. Parents have a clearer understanding of the complaints procedure and the process. Staff have an understanding of the child protection procedures and what action to take on behalf of a child, although not all staff understand the procedure for allegations made against them and a further recommendation has been left in this respect.

### **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):

- ensure children have frequent opportunities to freely access drink water.
- develop staffs knowledge and understanding of the procedures to be followed in the event of a child being lost or a parent failing to collect a child and for allegations of abuse made against a member of staff or a volunteer.

#### **The quality and standards of the nursery education**

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

- develop more opportunities for children in the outdoor environment.

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](http://www.ofsted.gov.uk)