

# St. Peters Pre-School Nursery Bradfield

Inspection report for early years provision

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<b>Unique Reference Number</b>	508013
<b>Inspection date</b>	27 September 2007
<b>Inspector</b>	Jenny Scarlett
<b>Setting Address</b>	St. Peters Church, Southend Road, Bradfield, Reading, Berkshire, RG7 6EU
<b>Telephone number</b>	0795 2890066
<b>E-mail</b>	
<b>Registered person</b>	St Peter's Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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 Peters Pre-School Nursery opened in approximately 1975. It operates from the Church in the village of Bradfield Southend in West Berkshire. A maximum of 26 children may attend the St Peters Pre-school Nursery at any one time. The setting is open each weekday from 09:00 to 12:00. A lunch club operates on a Wednesday and the setting provides additional care until 15:00 two days week. All children share access to a secure and enclosed outdoor play area.

There are currently 28 children aged from two years to under five years on roll. Of these 18 children receive funding for nursery education. Children come from a wide geographical area. The pre-school nursery supports a small number of children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The pre-school nursery employs six staff. Of these two are qualified teachers and two staff hold appropriate early years qualifications to NVQ level 2. In addition those two staff are attending further training to enhance their child care qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's health is promoted because staff implement effective health and hygiene procedures to minimise the risk of infection. For example, they wipe tables using anti-bacterial spray before meals. Children learn the importance of good personal hygiene and are developing very good self-care skills through daily routines and discussions. They wash their hands after using the toilet and before eating. They attempt to put on their own coats before playing outside, help serve snacks and pour their own drinks. Children bring their own small hand towels to dry their hands with and parents take these home each week to wash. However, these are not stored on individual pegs which compromises children's health. Children receive appropriate treatment if they have an accident because a high ratio of staff have relevant first aid training. This means they are confident to deal with accidents and the administration of medicines effectively.

Children benefit from a healthy and nutritious diet. They develop their independence as they confidently choose what they would like to eat from a range of fresh fruit and healthy options during snack time. Children enjoy the "crunch contest" when offered vegetable and salad sticks for snack. They take great delight in participating in who can make the loudest crunch, whilst staff make it a fun way to eat fresh vegetables. Meal times are very sociable. The children help to set the tables and use very good manners, saying please and thank you without prompt. Children bring their own water containers which means they can have access to unlimited drinks to quench their thirst. Parents provide packed lunches for those children who stay to lunch club. This prepares them for the transition to the school environment and provides good opportunities to develop their independence skills as they open packaging. Children's individual dietary requirements are fully met because staff obtain written details about these from parents.

Children learn about healthy living through discussions, stories with staff and activities linked to topics. They recognise the importance of regular exercise and this is promoted both inside and outside across the session. Children benefit from a wide range of physical activities and enjoy running around in the fresh air. They use small equipment, such as balls and hoops, also tools to practise their balancing skills, such as spoons and eggs, therefore developing very good co-ordination. They balance well walking across beams and wash clothes then hang them on the line to dry, using fine pincer movements when using the pegs.

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

The provision is good.

Children are cared for in a clean and safe environment. The premises are warm and welcoming, with children's work displayed on the walls and large notice boards valuing their achievements. Display boards promote a good selection of number, letter, colour and shape charts, to enhance children's learning. Children's independence is encouraged from the time they arrive. They hang up their coats and bags on clearly labelled child-height coat pegs and self-register by finding their own names. The hall is divided into play zones for the children with self selection areas to aid their independence. Children are provided with a very good range of play provisions, which are stored at low level and clearly labelled. This increases children's opportunities to be independent and make their own choice in their play.

Children are very aware of safety issues and remind themselves of how to keep safe when at pre-school. For example, they recognise the potential dangers of running around inside. They

learn how to use tools safely, such as carrying scissors properly so they don't walk into someone and hurt themselves or others. Staff make very good use of situations, such as discussing and preparing for emergency evacuations to promote children's awareness of safety. Their understanding is enhanced through discussion and practical activities. For example, they practise walking around the room and stopping when they hear the whistle. This enables children to be confident in knowing the procedure for emergency evacuations. Children stay safe because staff place high importance on ensuring the environment is free from risks and hazards. Staff are vigilant of children's safety at all times both indoors and out. Formal risk assessments are undertaken on all areas, equipment and individual activities each term. Informal checks are made every day before children arrive. Staff check for hazards outside on the playing field as well as the playground area before taking children to play outside. In addition there are secure systems in place to ensure children's safety when on outings.

Children are safeguarded from harm because staff recognise their role with regards to protecting children in their care. Written procedures are in place outlining arrangements should child protection concerns be raised and practitioners have a good understanding of the procedures to follow and who to contact. Children's safety is assured as they arrive and leave the setting as staff are deployed effectively and are vigilant. Accurate records are maintained of when children, staff and visitors are present in the pre-school. This protects the safety and welfare of the children.

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

The provision is good.

All children thrive during their time at St Peter's Pre-school Nursery. They are extremely well supported by staff who have a thorough understanding of how they learn. They arrive happily and know the routine. They confidently find their name card to place on the board and hang their coats and personal belongings on labelled pegs. Younger children, and those less confident, are exceptionally well supported by staff. Staff recognise these children need time to settle and are pro-active in ensuring their individual needs are met. All children are individually welcomed in the pre-school. Consequently, all children develop high levels of self assurance and the routine of the session enables them to be actively involved in their own learning. Children embrace visitors to the setting and confidently introduce visitors to staff. Younger children benefit because they play alongside their older peers. They display high levels of confidence, responding well to the continual praise from staff, and develop very good self care skills. Children become competent learners as they make their own play dough and learn new skills, such as how to use scissors properly. They learn about shape, size and colour through their play. Practitioners introduce new vocabulary and talk openly to the children, for example, as they read stories, draw with chalks in the outdoor area and match socks when washing.

Children are skilful communicators. They contribute their own ideas to group discussions and enjoy sitting with staff at activities, such as story time. They laugh, giggle and excitedly participate in singing sessions and action rhymes. Children enjoy making connections and representing their own ideas through creativity, for example, using cutters and tools when exploring play dough. They have wonderful opportunities to use their senses when exploring a range of media, mixing orange essence in play dough, exploring different smells in pots and listening to visitors to the setting playing musical instruments such as the clarinet.

Staff make good use of the Birth to three matters framework to help plan and assess younger children. Interaction between children and staff is wonderful. Staff sit and talk with children. They adapt their teaching and questioning techniques, to ensure they pitch experiences and

discussions at the appropriate level. Children benefit immensely because staff know them well and build on their individual interests to help support their learning.

## Nursery Education

The quality of teaching and learning is good. Children show a very positive attitude towards learning, are highly motivated and fully engrossed in their activities. This is enhanced because the routine allows them to initiate their own experiences through self chosen play. Consequently, children become independent learners developing high levels of confidence and self assurance. Children are curious and enjoy investigating a range of smells such as washing powder, garlic and coffee as they explore their likes and dislikes. They have wonderful opportunities to fully express their imagined ideas. They play extremely well alongside their peers as they listen to one another and negotiate how to play. For example, playing with the animal puppets, discussing who is going to do the measuring of the house and organising who is the doctor and the nurse. Staff are highly effective in the way they support children's imagined play. For example, they show children how to use a stethoscope and encourage them to share their own experiences of visiting the doctor when playing outside.

Children thrive and enjoy their learning. Staff use inspiring and varied teaching methods to capture their interest and promote learning across all areas. Children are captivated when reading the book they have made about Newton's Noises. Children have illustrated the story themselves and the book is read by staff at story time. Children are excited as they recognise the pictures they have drawn and enthusiastically join in the repetitive phrases to enhance their learning. They recognise the shape of the television is square and describe the rectangular curtains. Children gain a sense of belonging as they are chosen to be the day's helper to prepare the snacks and open the doors to welcome parents in at the end of the session. Children help to tidy things away and delight in their achievements, for example, when the water tray is empty which helps develop their independence and responsibilities.

Staff use the "Write Dance" programme in Pre-school. This is a method of introducing handwriting using music and movement. Children's "Scrimbling Pictures" demonstrate some of the activities the children have explored during the programme using sand and paint. As a result, children attempt to write their names on their artwork and have opportunities to practise their emergent writing skills for a variety of different purposes. They are starting to understand that text has meaning and often go over to the labelled storage areas to find things to play with. Children are beginning to link sounds and letters, as they find their names to self-register and see clearly labelled resources displayed around the hall. They play games to match sounds to letters and use practical experiences to promote letter recognition. Children handle books with care in the book corner, often sitting together to read to each other.

Staff support children's mathematical development well. Children have a good grasp of numbers and use mathematical language freely in their play and activities. This is because staff use incidental opportunities to consolidate children's learning of number, for example, during snack time children count how many plates will be needed. They match colours of bowls and cups and explore the concept of more and less when there are not enough raisins at snack time. They count children in the number line and some children count confidently to sixteen.

Staff work very well as a team. The system for planning is secure and ensures all aspects of the curriculum are sufficiently included. All children make good progress in their individual learning, including those with learning difficulties, because practitioners have an excellent knowledge of what children can do. Children's ongoing progress and achievements are observed and

monitored. Staff are very effective in the way in which they use this information to help inform their planning. Staff carry out informal discussions with parents to ascertain children's abilities when they first start in the Foundation Stage. However, this does not provide all staff with a secure knowledge of the children's starting points. Staff adapt their teaching methods ensuring younger and less able children are effectively supported, whilst the older and more able children are sufficiently challenged. Children thrive because practitioners introduce learning in a way that is meaningful to them, building on their interests and own ideas and providing practical experiences. Consequently, every child is able to achieve their individual potential during their time at the setting.

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

The provision is good.

Children develop a real sense of belonging and confidently take on responsibilities. For example, they initiate activities making their own choices and learn to pack things away when they have finished with them. All children play extremely well together and older children recognise when those younger and less able need additional support. They are sensitive to one another's needs. Recognising the need to value their peers and to take turns and share resources confidently, mostly without the support from adults. Children's behaviour is very good. The routine of the session helps to promote this, ensuring children are actively engaged and motivated in their activities. They know what is expected of them and understand the rules and boundaries. For example, children explain that they must walk indoors. Children's confidence and self-esteem is enhanced through the continual praise from staff, who encourage them to extend their ideas and try new skills.

Children learn to value themselves and one another recognising their similarities and differences. They are very aware of one another's needs and celebrate their own and other's achievements. Children communicate using language and gestures, ensuring all are fully included and valued. Secure systems are in place to support children with learning difficulties and additional needs, ensuring every child makes good individual progress. Regular meetings with parents, other professionals and individual play plans are some of the ways in which this is achieved. Children become familiar with their local environment visiting the local shop to buy fruit and vegetables for their snack and visiting the local farm. They are very aware of diversity which is promoted through discussion, stories with staff, music, dance and the use of resources. Staff plan activities around special events and cultural festivals. For example; Christmas, Diwali and the Chinese dragon dance thus increasing children's understanding of a variety of customs, beliefs and traditions. Consequently, children's spiritual, moral, social and cultural development is fostered.

Children benefit enormously because good relationships are established and maintained between the staff and their parents. There are effective strong links in place between pre-school and the local primary school. Parents are very well informed about the pre-school through a variety of ways. Detailed information is included in the prospectus, regular newsletters are provided and other information is displayed on the notice board. Daily verbal feedback about what their child has been doing and their individual achievements helps them to be informed about the time their child spends at pre-school. The implementation of key workers, for the purpose of monitoring children's achievements and progress, also helps to enhance relationships within the group. All parents, including those with younger, children are kept extremely well informed about their child's progress through regular meetings and sharing of records. Parents feel all the staff are friendly and approachable. The settling in process offered ensures that the children are made to feel welcomed, supported and valued.

The partnership with parents of children who receive nursery education is good. Parents are well informed about the curriculum, activities and experiences their child is involved in on a daily basis. Information is included in the prospectus, plans are displayed and newsletters are sent home regularly helping parents to understand how their child learns through play. These include full details of weekly topics, any visits or visitors, details about group discussion and how these experiences link to the stepping stones.

Through discussion parents advised they were very apprehensive with the changes of staff last term but are extremely happy with what is going on at this pre-school. They feel they are well informed about their child's ongoing achievements and progress towards the early learning goals. Parents state they see the difference in their child's development and know that their child is progressing. This ensures they are confident that when their child reaches school age they will have a good transition into the more formal environment, as they are physically, emotionally and socially well prepared. In addition to daily informal discussion, parents meet with their child's key worker once a term to share their assessment records. Staff identify next steps for children's individual learning and discuss these with parents, offering suggestions of how they can support this in the home. Parents share in their child's progress through observations recorded in their assessment records, also through samples of work and photographs presented in individual books.

### **Organisation**

The organisation is good.

Children's care and learning is significantly enhanced because the staff and management committee share the same vision and work hard towards achieving this. The pre-school has recently experienced a changeover in staff and the manager. The changes made, although beneficial, have been seamless. This is evident in the commitment and enthusiasm of all the staff and how happy the children are in the pre-school. They benefit enormously because staff work exceptionally well as a team and clear roles and responsibilities are defined. Staff deployment is very good ensuring all children are effectively supported and challenged. They have a clear understanding of child development and the importance of play. Secure procedures are in place to recruit, appoint and induct new staff. Ensuring children are safe, well protected and cared for by suitably qualified and experienced staff. Although some elements, such as contracts and appraisals, are still at the developmental stage. All staff regularly attend training events and workshops to update their skills and knowledge, which enhances their teaching and child care knowledge. Children are healthy, safe and well protected because staff know and implement effective policies and procedures. All the required documentation is in place and kept confidential helping to promote children's health, safety and general wellbeing. As a result, the setting meets the needs of the range of children for whom it provides.

Leadership and management is good. Children's learning is boosted because teaching is rooted in a secure knowledge of the Foundation Stage curriculum. Good secure systems are in place to monitor teaching, the curriculum and the impact this has on children's individual progress. Regular meetings to discuss children's developmental progress enable staff to identify children's next steps for learning and use this to guide their planning. The manager and committee have a sound knowledge of the strengths within the provision and identify areas for development. A strong emphasis is placed on self evaluation and staff continually evaluate how well they promote outcomes for the children. Staff provide a rich and exciting programme of activities and experiences, enabling every child to achieve their individual potential. Consequently, children relish the time they spend in this pre-school.

## **Improvements since the last inspection**

At the last care inspection the pre-school were set three actions and one recommendation. The actions were to: devise an action plan showing how the required qualified staff ratio is met, devise a complaints procedure and keep details of the regulatory body on the premises. Since the last inspection all but one of the staff members are new. A high ratio of staff are qualified in early years and two staff members hold a teaching degree. This means children are safe, well protected and cared for by suitably qualified and experienced practitioners. There is a detailed complaints procedure in place, and the relevant parents' poster is displayed on the notice board which lists Ofsted's contact details. This ensures staff and parents work in partnership to meet the individual needs of the children. The recommendation requested that staff ensure accident records are completed accurately and comprehensively. Children receive appropriate treatment if they have an accident because a high ratio of staff have relevant first aid training. This means staff are confident to deal with accidents and the administration of medicines effectively. All required accident documentation is completed and countersigned by parents. This means the welfare and safety of the children is maintained.

At the last education inspection, the setting was asked to: link plans clearly to the Early Learning Goals and stepping stones and plan for the children's next steps of learning. Staff were asked to evaluate and monitor the curriculum and widen topics to include a range of cultures and beliefs. Other key issues identified included: developing communications between the staff and committee and develop a system which provides parents access to their child's development file. The system for planning is secure and ensures all aspects of the curriculum are sufficiently included. All children make good progress in their individual learning, including those with learning difficulties, because practitioners have an excellent knowledge of what children can do. Children's ongoing progress and achievements are observed and monitored and staff are effective in the way in which they use this information to help inform their planning. Through discussions with parents, they feel they are well informed about their child's ongoing achievements and progress towards the early learning goals. In addition to daily informal discussion, parents meet with their child's key worker once a term to share their assessment records. Staff identify the next steps for children's individual learning and discuss these with parents, offering suggestions of how they can support this in the home. Parents share in their child's progress through observations recorded in their assessment records and also through samples of work and photographs presented in individual books. Children are very aware of diversity, which is promoted through discussion and stories with staff through music, dance and the use of resources. Staff plan activities around special events and cultural festivals, for example Christmas, Diwali and the Chinese dragon dance thus increasing children's understanding of a variety of customs, beliefs and traditions. Consequently, children's spiritual, moral, social and cultural development is fostered. The manager and committee have a sound knowledge of the strengths within the provision and identify areas for development. A strong emphasis is placed on self evaluation and staff continually evaluate how well they promote outcomes for children.

## **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.



## 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 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 storage of children's towels reduce the risk of cross-contamination

#### **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):

- formalise procedures for assessing children's abilities when they start the Foundation Stage.

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)