

St Edmunds PG

Inspection report for early years provision

Unique Reference Number	132368
Inspection date	18 September 2007
Inspector	Fiona Sapler
Setting Address	St. Edmunds Church, 464 Katherine Road, London, E7 8NP
Telephone number	020 8472 8584
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Registered person	St Edmunds Playgroup
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

St Edmunds Pre-School is run by a committee and opened in 1992. The pre-school operates from three rooms, on the first floor of St Edmunds Church in Forest Gate, in the London borough of Newham.

A maximum of 30 children may attend the pre-school at any one time. It is open each weekday from 09:15 to 15:30, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 36 children aged from two to under five years on roll. Of these, 33 children receive funding for early education. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs nine members of staff, all of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and hygienic environment where they are being effectively supported to follow appropriate routines that contribute to their good health. For example, they know they need to wash their hands before eating and dispose of tissues and rubbish in the bin. Even the youngest children are able to safely and independently access the toilets and hand basins because they are provided with small steps in the bathroom. Staff provide positive role models by keeping the setting maintained to a good level of hygiene, for example, when they clean tables with antibacterial cleaner before and after use.

Children are protected as staff competently implement the health and safety procedures that are in place. This means that all accidents are recorded appropriately and prior consent has been sought from parents of children who may require medication for ongoing medical conditions. Most staff hold a current first aid certificate and are therefore able to provide appropriate care in case of a minor accident or injury. Children are further protected because the preschool gains consent from parents for medical treatment in the case of an emergency.

Children are provided with healthy snacks of cereals, fruit and sandwiches during the session. This is organised well to promote the children's self help skills as they enjoy trying to cut up the fruit, help themselves to the cereal and pour their own drinks. The children's dietary needs are listed at the snack area to ensure all staff are aware of any allergies or dietary requirements.

Children play outside daily. They enjoy practising hula hooping and crawl through tunnels, supported by enthusiastic staff who join in their games. The outside area is small therefore their opportunities to develop their physical skills are supplemented by trips to the park. Children also benefit from twice weekly visits from a music and dance teacher who encourages them to explore different ways they can move around, how their bodies work and how they can control their movements. Older children are developing their hand eye co-ordination well. They competently use brushes, pens, pencils and rolling pins, as well as being supported to carefully cut up their fruit at snack time.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The setting provides a warm and welcoming environment for children and their parents. Children make choices about their play as they move from room to room freely and safely. Gates have been fitted at the top of the stairs and all doors are secured with locks to enable areas to be inaccessible at times throughout the day. Resources are varied and are suitable for the ages, stages of development and abilities of the children who attend.

Children are learning how to keep themselves safe while they play. Staff members gently remind the children to be careful and to pick up toys that are on the floor and provide explanations why this could be dangerous. Staff work together to ensure they provide an appropriate level of supervision within each room in the preschool. Children are unable to leave the building unaccompanied as there are effective procedures in place for their safe arrival and departure. However, children's registers do not reflect their times of arrival and departure. This means that there is no accurate record of the children's attendance at the preschool which impacts on their safety in the event of a child protection issue or the requirement for historical

information. Daily risk assessments are carried out to ensure the environment continues to be a safe place for the children to play. Fire drills are practised termly so that adults and children know what to do in case of an emergency.

The combined knowledge of the staff team contributes to the children's well being in case of child protection issues. They have all recently attended training and are aware of the need to record and report their concerns.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are comfortable and settled at the preschool. Children who have recently started are well supported to become involved in the session. Although the activities provided meet all areas of the children's development, they lack challenge and do not provide the children with sufficient opportunities to explore and be creative. Children have opportunities to use their imagination when they play in the home corner and dress up or play with 'babies', and enjoy relating this to their own experiences. Children thoroughly enjoy their music sessions where they become familiar with different types of music, learn action songs and play instruments. Staff members use their skills at story time to engage the children and help develop their vocabulary and appreciation of books.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a basic knowledge of the Foundation Stage and use brief observations of individual children to assess the child's progress along the stepping stones. Observations are used to plan focus activities to help children move towards the Early Learning Goals. However, children are not assessed at the beginning of the Foundation Stage to accurately evaluate their development. Some staff use good questioning techniques and interaction to enable the children to benefit from the activities that are provided, however this is inconsistent, meaning that the children are not always gaining and learning from the activities on offer.

Children are confident and sociable. They are learning to cooperate with each other when they play. They are competent at taking turns and sharing, especially during their music sessions and when waiting to use the glue at a sticking activity.

Children are provided with opportunities to write with a purpose when playing with the Post Office, however they are not routinely encouraged to write their own names or link letters to the sounds they make. They are beginning to represent numbers using their fingers when singing songs and confidently count up to twenty. They are introduced to mathematical language, through activities, and learn to make comparisons when building towers and comparing their heights to the height of the tower. Children play competently on the computer. They are adept at controlling the mouse and enjoy using other technical equipment such as tapes and headphones. Children are learning about the world around them through themed activities, such as the jungle. This is extended at group times when staff talk about different places that animals live.

Helping children make a positive contribution

The provision is good.

Children learn about diversity through activities and resources that introduce them to other cultures, such as when they celebrate festivals. Displays and posters reflect a variety of cultures and community languages, helping children to develop a sense of belonging and promoting their self esteem. The staff team use their knowledge of the children's own language to help the children feel comfortable and also provide key words to other members of staff to help the child settle. Dressing up clothes and a range of books further promote the children's appreciation of people's differences and similarities. This positive approach fosters the children's spiritual, moral, social and cultural development.

Children with learning difficulties and/or disabilities are positively welcomed into the setting. The staff team have support from the Pre School Learning Alliance who provide guidance and advice to enable them to meet each child's individual needs. The staff team work closely with parents and other professionals to ensure these needs are effectively addressed.

Children are well behaved. They clearly know the importance of sharing and being kind to each other. They benefit from consistent praise and encouragement and basic ground rules. They sit quietly and follow instructions, when necessary, indicating they understand the appropriate boundaries and right from wrong.

Parents are welcomed into the setting to settle their children before they attend. Staff are welcoming and friendly. Children's registration forms contain relevant details to ensure staff have required information to meet each child's care needs. Written consent, including for outings, medication and to use public transport, ensures parents' wishes are known. The complaints procedure is shared with parents and a complaints log is readily available.

Partnership with parents of children who receive nursery education is satisfactory. They have access to their children's files and receive termly reports about their children's progress. However they are not informed sufficiently about the Foundation Stage to allow them to be fully involved in their child's learning.

Organisation

The organisation is satisfactory.

The staff and management work together to provide an environment where children are happy and settled, although inconsistent staff interaction and lack of challenge means that the children's learning is not fully supported in all areas. Children are also not completely protected because of the lack of accurate recordings of their attendances. This is a breach of the requirements within the National Standards.

Leadership and management of Nursery Education is satisfactory. The manager monitors the implementation of the Foundation Stage curriculum through observation, however, although minor weaknesses and inconsistencies have been identified, these have not all been successfully addressed.

Staff are suitably qualified and are encouraged to undertake ongoing training to update their knowledge in relevant areas. Children are safeguarded as effective recruitment and induction procedures ensure that people who work with them are suitable to do so. The preschool's policies and procedures adequately promote the outcomes for children and most of the required

records that promote and protect the children's welfare are in place. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection actions were set relating to National Standards 7; Health and 14; Documentation. The manager is aware of informing Ofsted of significant events and appropriate systems are now in place to record medication. Additionally, recommendations were raised relating to National Standards 3; Care, learning and play and 13; Child protection. Resources are now mostly accessible to the children and staff have undergone child protection training and have improved their knowledge of child protection procedures. An action was raised, at a later date, relating to the security of the outdoor area. The outdoor area is sufficiently secured with fencing and a bolted gate. Appropriately addressing these actions and recommendations have contributed to improving the outcomes for children within the setting.

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.

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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):

- plan and provide challenging and stimulating activities that encourage children to explore and express their creativity (this recommendation also applies to nursery education)
- ensure registers accurately record children's times of arrival and departure

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):

- ensure staff interact consistently to promote the children's development in all areas
- ensure parents receive adequate information to enable them to be fully involved in their children's learning including contributing to assessing their children's starting points.

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