

St John's Pre-School

Inspection report for early years provision

Unique Reference Number	137350
Inspection date	06 July 2007
Inspector	Rebecca Hurst
Setting Address	St John's Pre-School, Lynwood Grove, Orpington, Kent, BR6 0BG
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Registered person	St John's United Reformed Church
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 good.

WHAT SORT OF SETTING IS IT?

St John's Pre-school opened in 1993. It operates from four rooms with occasional use of a hall situated in a church premises in the London Borough of Bromley. There is also a fully enclosed outdoor area. The pre-school serves the local area.

There are currently 58 children from two and a half years to five years on roll. This includes 26 funded 3 year olds and 4 year olds. Children attend a variety of sessions. There are currently some children with special needs attending the group.

The group opens 5 days a week during school term times. Sessions are from 9.15am until 12.15pm and 1pm until 4pm Mondays only.

Eighteen part-time staff work with the children with eight staff attending each session. A minimum of four qualified staff are available at each session. The group is managed by a committee which includes parental representation.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children receive a high standard of care and they are kept comfortable throughout the day at the setting. The children stay healthy through organised physical and relaxed activities both inside and outside. The children have good opportunities to access fresh air as they regularly play in the garden with a varied range of resources. The staff are able to recognise the needs of the children and are able to make use of the resources and equipment they have available to enhance the children's bodily development and to also be able to calm them.

The staff ensure the setting is hygienically maintained throughout the session, by keeping the toilet area cleaned and that the tables are cleaned before the children use them for snack time, this prevents the spread of cross infection. The children are cared for in an exceptionally clean environment and are able to learn about good hygiene habits as the staff ensure the children wash their hands after activities, going to the toilet and before snack time. Children are able to explain the reasons why they wash their hands as the staff are good role models and explain the importance of good hygiene.

The staff have worked with parents to provide the children with healthy and nutritious snacks for the children at snack time. All of the children have a piece of fruit and a little treat for them to have after their fruit, therefore children are well nourished whilst at the nursery. Whilst the children are having their snack the staff talk to the children about the importance of eating fruit and how the fruit grows in the ground, therefore the children have an awareness of where their fruit comes from and the benefits of eating it.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are encouraged to move around the setting safely by walking and forming orderly lines. The children understand the importance of walking around the setting and by not running whilst they are inside, to prevent bumps and bruises. Children use a range of tools such as scissors and play equipment safely and appropriately. This is because adults demonstrate and explain to the children the correct use and rules for safe play. The adults in the setting are vigilant and supervise the children closely, which minimises the risk of an accident taking place. There are some good measures in place that keep children safe, such as covers placed over electrical sockets and gates across doorways.

Children are kept safe in the event of an emergency evacuation, because they practice fire drills on a regular basis, so the children are aware of the procedures to follow. Risk assessments are rigorous, so that any potential hazards are identified and dealt with quickly and efficiently, maintaining the safety of the children. Fire safety precautions include keeping the exits clear, working smoke alarms and fire procedures in every room the children and staff use. Children are kept safe and protected should any safe guarding issues arise, as the staff follow appropriate guidelines for the recording and reporting of any child welfare and protection issues. The premises are secure, which prevents any unauthorised entry.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled, and make enthusiastic choices about their play. The children are looked after by key workers that contribute to the children's sense of security and belonging. The children's learning and skills development are enhanced by the adults interacting in a warm, positive and caring way. The children's work is displayed around the setting making the children feel good about their achievements and the staff readily praise the children. This makes the children feel good about themselves. The activities are arranged so the children can work and play cooperatively in groups and can develop their social skills. The children are able to access a broad range of activities, both inside and out. The staff have set out the activities so they are attractively presented. The children enjoy participating in group story time and are encouraged by the staff to contribute by counting bears, bowls and beds, for Goldilocks, and by predicting what is happening next in the story. However, the next steps of the children's observations are not consistently recorded, so that the planning will not reflect what the children need to do to progress in their development.

Nursery Education

The quality of teaching and learning is good.

The adults working with children demonstrate a strong knowledge of the FOUNDATION STAGE of learning, due to this the children are presented with a range of appropriate activities that support and promote the children's learning in all of the six areas of learning. The adults are skilled in providing for the children and responding to their needs so that the children can gain independence in their learning. The children's interests and motivations are sustained due to a range of stimulating activities that the adults support. The children are able to share well, because the staff encourage and praise the children which encourages the desired behaviour. The staff negotiate with the children through discussions which help the children develop their skills in this area.

The adults build a good rapport with the children, because they sit and play with them and talk to them. The children are developing their maths skills through various activities such as stickle bricks, counting the number of children, matching shapes and colours. The children do this by talking with the adults in the setting and talking with each other. The children's language is developed well through role play and they have lots of opportunities to see and talk about written words, through good use of pictures, displays and books. There is a good range of tactile experiences for the children to see, feel and explore and the children confidently approach adults for help and support during their exploratory and creative play. This is because the adults are approachable and reassuring. Activities are adapted well to suit children's different starting levels.

Helping children make a positive contribution

The provision is outstanding.

The children have access to a vast quantity of toys from around the world, that promotes the children's knowledge and understanding of diversity. The children have a selection of books and toys that reflect positive images of race and culture, which helps the children to feel good about themselves. The children are inquisitive learners and enjoy activities that enhance their learning of festivals and celebrations. The setting works successfully with outside agencies, such as speech and language therapist and Bromley area SENCO, which assists with the needs

of the children. The staff work well with the parents to ensure the children's individual education plans are kept up to date, ensuring the children's needs are met within the daily planning of the setting. The staff also attend meetings with the local school's to ensure the children with learning difficulties and/ or disabilities have a smooth transition from nursery to school, to assist the school in any way they can, which enables the children to feel safe and secure in their new environment.

The children are well behaved and play cooperatively, this is because adults are consistently praising the children and they openly encourage the children to share and take turns. Children are encouraged to say please and thank you, through regular praise and encouragement, which enables the children to feel good about themselves and have a positive impact on their overall well being. The staff communicate well with the parents and carers about the children's development and their routine at home which helps to promote the children's welfare. The staff make sure the parents receive written transition forms, for the children when they go to school, this allows them to contribute details about their children to the school they are going to attend.

The quality of partnership with parents and carers is outstanding.

Information for the parents is attractively displayed, so that parents can easily access information and are kept informed about the types of activities the children are taking part in. Excellent use is made of the children's work, which provides clear visual images of the activities and the topics the children are involved in. Parents and carers have good opportunities to express their views and opinions, helping them to feel involved and promoting positive partnerships. The staff make time to talk to the parents and carers and to share information, both formally and informally, so that they feel welcome, informed and involved in their child's nursery life. The nursery runs an open door policy which enables parents and carers to attend any of the sessions with their children. The parents are also involved in the organising of activities, with the staff, to help promote fitness and well being in the children.

Organisation

The organisation is good.

Children are cared for in an organised environment, where the resources and the equipment the staff select are suitable and stimulating for the children that are being cared for. Adults are properly vetted ensuring they are suitable to look after children. The provider ensures there is a good ratio of qualified staff and assistants, so that the children receive appropriate levels of support and supervision. The records, policies and procedures are in place, ensuring the efficient and safe management of the setting. However the staff do not record the arrival and departure times of the children which can lead to confusion of the staff, if a child leaves early and the fire alarm should sound, they may not be aware of the correct numbers of the children. A broad range of activities are organised for the children, by the staff, so they have access to a varied range of interesting and stimulating play materials. However, the staff set the activities out for the children at the start of the day. This means the children are not able to self select activities or change them through out the session and are unable to gain independence from their choices. Staff are well deployed and they work well as a team, so the children's care and learning is supported. The setting meets the needs of the range of the children for whom it provides.

The quality of leadership and management is good.

The manager consistently works with the staff to raise the quality and standards of the care and learning in the setting. The manager has a comprehensive action plan in place for the improvement of the setting and is actively carrying it through, so that the provisions for the children can be improved to aid their learning and development. The setting holds regular staff meetings where the staff can feed back from training they have received and to share information regarding the children. The staff have good opportunities for training and development from Bromley's training team, so that the staff are equipped with the appropriate knowledge and skills. The staff are actively supervised and managed, so that they have a good understanding of the FOUNDATION STAGE of learning which they can effectively deliver. This allows the children to make a steady process through their learning.

Improvements since the last inspection

The nursery has made considerable progress since the last inspection. The staff have worked with the parents to provide the children with healthy and nutritious snacks for their break time. The children all wash their hands when they have finished a messy activity, when they have been to the toilet and before they have any snack. The children are all fully aware of why they have to wash their hands.

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 the children's arrival and departure times are recorded.
- ensure the children's observational records consistently show the next step in planning.

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 the children have access to a range of toys so they can self select activities.

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