

# St Pauls Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	137361
<b>Inspection date</b>	11 July 2007
<b>Inspector</b>	Pamela Patricia Paisley
<b>Setting Address</b>	St Pauls Church Hall, Hamlet Road, Upper Norwood, London, SE19 2AW
<b>Telephone number</b>	020 8249 2751
<b>E-mail</b>	
<b>Registered person</b>	The Committee of St Paul'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 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 Paul's Pre School opened in 1993. It operates from a community hall on church premises. It is situated in a residential area in Upper Norwood. A maximum of 24 children may attend the pre-school at any one time. The pre school opens Monday and Tuesday from 09:45 to 12:15 and Wednesday, Thursday, Friday from 09:00 to 12:00, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 35 children aged two to under five years on roll. Of these, 28 children receive funding for early education. Children mainly come from the local area. The pre school currently supports a number of children with learning difficulties and /or disabilities. The pre school employs four members of staff. Of these two hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

The pre school environment is clean and children are learning the benefits of appropriate hygiene practices through their daily routines. Staff make sure that their own practice stops cross infections by using gloves to change children and clean up spillages. Children eat a selection of fresh fruits daily such as apples, grapes, mangoes and oranges, encouraging healthy eating. Children are offered water, milk and juice during the session. Although they can ask for a drink when they are thirsty, drinking water is not readily accessible to promote independence.

Relevant information regarding children's dietary needs is gathered by staff to ensure their individual needs are met. A sufficient number of staff hold a current first aid certificate which means they can give appropriate care if there is an accident. Children's fine and large motor skills are being developed through using paint brushes, pencils, scissors and glue sticks. They practise throwing, kicking and catching balls, ride bikes, scooters and climb and move through tunnels with good control.

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

The provision is satisfactory.

The pre school premises are safe and secure with a bell system in place to prevent unwanted visitors gaining access. A record is kept of visitors on the premises and children are appropriately supervised by staff to maintain their safety within the setting. The outdoor play area is fitted with a safety surface and checked daily by staff before the children arrive to make sure they can play safely. Children are encouraged to sit properly on their chairs so they don't tip up and reminded to find a space when sitting down on the floor for songs and rhymes so they don't hurt or tread on each other.

Children take part in regular fire drills so they become familiar with emergency evacuation procedures. Staff check toys and equipment to ensure that they are in good condition and carry out regular risk assessments to identify potential dangers but no written records are kept. Staff have adequate knowledge and understanding of how to safeguard children and are aware of procedures to follow if they have any concerns about children in their care.

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

The provision is satisfactory.

Children come into the pre school happy and willing to take part in the activities provided. They greet each other warmly as they arrive and settle at their chosen activity. They are forming close relationships with each and often sit in small groups to play and have conversations. Children benefit from stable relationships with consistent staff members who care for them. This fosters their emotional well being and helps them to achieve and feel secure. They enjoy role play and dressing up in their favourite outfits; they build and construct with various types of bricks, poly m's, duplo, and big builder construction play materials. Children listen with interest to stories told by staff and enjoy singing action rhymes. Water, sand and painting activities are available on a daily basis so children can experience different media.

Staff use the birth to three frame work to guide them in meeting the needs of younger children, however observations are not always used appropriately to identify the next steps for each child's development. Activities are planned in advance so that staff can make sure children have a varied selection of different types of play; although children do not have opportunities to self select activities and play materials to promote independence.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the foundation stage. Staff understand children's needs and provide a sufficient range of activities and experiences. Staff have an adequate understanding of how young children learn and progress and as a result children are making steady progress towards the early learning goals given their capability and starting levels. They show interest in a range of purposeful activities that are planned in advance to ensure they cover all areas of learning. Assessments and information gained from them are satisfactory but not used effectively to plan the steps of children's learning.

Children are sensitive towards each other and often hug their friends as they play. They are developing self care skills as they independently take themselves to the bathroom and put on their own aprons when doing messy play. Children are beginning to recognise their name in print as they find their name cards when they arrive and stick them on the wall under a picture of their key worker. Children confidently count using number names in familiar contexts. They have access to calculators, tape measures and rulers and use language to describe shapes size and quantity.

Children are learning about living things as they explore the life cycle of a frog, mini beasts and flowers. They enjoy sharing information with staff about past and future events such as holidays they have been on and delight in talking about going to each other's houses to play after pre school. Children enjoy creative activities such as drawing and colouring, bubble and easel painting, arts and crafts, play dough and sand and water. They have access to programmable and electronic toys to support their learning. However activities are set up before the children arrive which means they do not have opportunities to select play materials for themselves to promote independence.

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

The provision is good.

Staff have a positive attitude towards diversity and help children become aware of their own cultures through a broad range of resources and planned activities. They enjoy celebrating a number of festivals throughout the year and parents are invited to share their own cultural dishes and national costumes. Children delight in singing songs from around the world during circle time. As a result they are developing a positive attitude to others and their spiritual, moral, social and cultural development is appropriately fostered.

Children with learning difficulties and/or disabilities are integrated well with in the setting. Staff are very secure in their understanding of the code of practice and work closely with parents and outside agencies to effectively meet the varying needs of the children. All the children in the setting use Makaton sign language as well as verbal communication. This ensures that all the children feel part of the group. Children benefit from lots of praise and encouragement and staff set consistent boundaries and use good strategies to help children learn right from wrong.

Partnership with parents is good. Staff are friendly and supportive and parents are made to feel welcome and encouraged to become involved in their child's learning and development at home. They are invited to share their skills and take part in sessions. Parents receive daily feedback about their child's time at pre school which ensures continuity of care for the children.

## **Organisation**

The organisation is satisfactory.

Children are cared for in an appropriately organised environment. Staff know the children well and work together to support the children in their play and learning. A key worker system is in place so that staff can monitor children's individual progress. Sufficient staff work directly with the children and there are adequate procedures in place to make sure children are protected from persons who have not been vetted. Most policies and procedures required for the safe management of the provision are in place. However written records are not kept of risk assessments carried out on the premises. A register is kept of children's daily attendance; although their arrival and departure times are not always accurately recorded.

Leadership and management is satisfactory. There is appropriate recruitment and vetting procedures in place to ensure children are cared for by staff that are suitably qualified and experienced in child care. Staff have a sound knowledge of child development and children's assessments and the information gained from it are adequate but not always used effectively to identify children's next steps of learning. Children are generally progressing well but not always encouraged to be independent. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

The last inspection recommended that the setting revise their policies and procedures to ensure they are relevant to the pre school. Policies and procedures have been updated so that they are in line with the operational plan of the setting.

The last nursery education inspection recommended that the setting devise written plans for activities that contain clear learning intentions based on the stepping stones and ensures full coverage of the early learning goals. The setting have improved their planning and have devised appropriate plans for children's activities which contain clear learning intentions based on the stepping stones and early learning goals curriculum.

## **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

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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 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):

- make improvements to documentation including; a written record of risk assessments and the recording of children's attendance
- provide opportunities for children to help themselves to drinks to encourage independence

#### 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):

- improve staffs knowledge and understanding of the Birth to three Matters framework and the foundation stage
- improve the planning and evaluation of activities to ensure that children make good progress in their education and development and they can access all activities independently (also applies to care)

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)