

St Peters Pre-School

Inspection report for early years provision

Unique Reference Number	113730
Inspection date	30 January 2008
Inspector	Janet Marie Thouless

Setting Address	St. Peters Church Centre, Street Lane, Ardingly, Haywards Heath, West Sussex, RH17 6UN
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Registered person	The Trustees of St. Peter's Pre-School and Toddler Group
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 Peter's Pre-school was registered in 1992. However, the original pre-school opened in 1969. The pre-school operates from St Peter's Church Centre, a former primary school, on the edge of the village of Ardingly near Haywards Heath. Children from the village and surrounding area attend. The facilities comprise of a large main hall, carpeted quiet area and large paved outdoor area with flower beds.

The pre-school is registered for 26 children aged between two and five years. Sessions are held on week day mornings during term time from 09.15 until 11.45 plus a lunch club until 12.45. Children can also attend an afternoon session from 11.45 - 14.15 on Monday and Thursday. The pre-school has on offer a French Club which runs after the afternoon sessions.

There are currently 24 children on roll, 15 of whom are educationally funded three and four year olds. The pre-school supports children with additional needs.

There are four staff, one is a qualified teacher, one holds a level three qualification and two are experienced childcare workers. All staff regularly maintain first aid certificates and attend frequent training on childcare, education and related matters. The pre-school receives regular

support from the local authority and is currently working towards West Sussex quality assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

There are clear procedures in place which promote children's health and wellbeing. For example, children benefit from healthy and nutritious foods at snack time and choose from a wide selection of fruit, vegetables and savoury snacks. The snack bar routine is organised well, enabling children to develop an interest in healthy eating and understand the importance of eating foods which are good for them, at least one portion of fruit or vegetable is served daily. Staff sit and eat with the children, presenting themselves as good role models and creating a sociable snack time. As a result, children develop positive attitudes towards healthy eating. However, on occasion water is not made available to children to ensure they remain hydrated through-out the session.

There are comprehensive records maintained which promote children's health and welfare. These include the recording of accidents, administration of medication and sick child policy. In addition, information on promoting children's health is displayed on the parents notice board. This ensures that parent's are made fully aware of all necessary information relating to children's welfare.

Children become increasingly confident with personal care routines. They take themselves to the toilet and understand the importance of flushing the toilet after use and washing their hands to prevent cross infection. Effective procedures are in place to help prevent the spread of infection. For example, children use soap and paper towels. Children help themselves to tissues to wipe their noses and understand the importance of disposing of tissues hygienically in the covered bin again to prevent cross infection.

There is good provision for physical play in the well presented outdoor area. Children use resources for climbing, crawling and balancing and use wheeled toys skilfully. They confidently manoeuvre their bikes to fill up with petrol and slow down when other children cross their path. They run and move around freely and show good balance and co-ordination whilst using the obstacle course. There are many resources available for children to develop their manipulative skills and dexterity. For example, children handle scissors, spatulas and writing implements skilfully and participate in a range of malleable activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises offer a safe and welcoming environment for children. Staff are particularly attentive towards promoting children's safety and security. Daily risk assessments ensure that all areas of the premises are checked thoroughly for any hazards. Access to the premises is closely monitored and good procedures are in place to prevent unauthorised visitors from gaining access. An alarm is fitted to the hall door which alerts staff to the door being opened. Staff are very vigilant in this area and have devised written safety procedures to ensure the constant safety and well-being of children.

Children play with a very good selection of high quality toys and play materials. They have good opportunities to choose independently and select their own resources, due to the good range of low level storage units. This enables all children to access toys easily and safely. For example, the creative storage unit offers children a good selection of different types of paper, drawing materials and media resources.

Children develop a very good awareness of safety. They recognise how to play safely and are beginning to be aware of the needs of others. For example, children understand one of the pre-school 'rules' is 'walking only indoors' to prevent accidents and hazards. Throughout the daily routine, children clearly understand why they must not run inside and why they must be careful whilst handling scissors. This ensures that children develop understanding about the importance of safety and the need for taking appropriate precautions to keep themselves free from harm.

Children and staff regularly undertake emergency evacuation drills and staff explain the reason why to children through explanations and topic work. This ensures children understand the need for the evacuation drill and helps them to develop an awareness of safety procedures. A place of safety has been identified within the local school.

Children's safety and welfare is promoted well as all staff have a good knowledge of child protection issues and their responsibilities regarding safeguarding children. Staff undertake appropriate training ensuring their knowledge of local policies and procedures is regularly updated. This enables staff to take appropriate action if they have any concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

There is a very happy, busy and positive atmosphere within the pre-school setting. Children clearly enjoy the sessions and benefit from a good selection of play opportunities and focused activities on offer. Staff know children well and form very positive relationships with them. This results in a very homely, relaxed and fun environment. Children confidently approach staff members for guidance and support. As a result, all children's care needs are met. Children are stimulated well and develop good social skills. The younger children learn from the good examples set by the older children. Consequently, all children develop awareness of the importance of sharing, taking turns and being kind to one another.

Children's developmental needs are met well. Staff carry out regular observations and are aware of the differing needs of the younger children. Activities are appropriately adapted to enable the younger children to be challenged appropriately. This ensures that all children take part and benefit from appropriate levels of support.

Nursery Education

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage curriculum and plan an exciting, creative and practical range of activities. Planned focus activities take place each day with staff working directly with the children helping them to learn and remain focused. Practitioners interact very well with children asking open ended questions to support and extend their learning. Children show confidence in their chosen activities and are developing their independence and personal care well. For example, on arrival the free flow play allows children to make individual choices on what they want to do, helps them to settle

in to the daily routine and promotes their independence. Children benefit from first-hand experiences, enabling them to develop interest, curiosity and be able to explore their learning and local environment. For example, when looking at the local community, children visit a local bakery in the village, make bread rolls to take home and enjoy imaginative play in the role play area which had been set up as a bakery.

When reading the story of 'The Big Sneeze' staff use a range of props and techniques to engage children. Staff use a whiteboard where they draw a picture of a farmer, and use a large plastic fly which helps to totally engage the children. Children giggle with delight when the fly lands on the farmer's nose. Staff extend the story by asking children questions on what we use our nose for. Children explore the texture and smell of herbs picked from a staff members garden and confidently refer to a recent trip where they smelt a rosemary plants on their way to the bakery.

Children are self assured in their play and are developing their independence extremely well. For example, the flexible rolling snack allows children to make individual choices on when they wish to eat and children are able to complete activities at their own pace. Good use is made of text and signs which enable children to understand and participate in activities and return resources. Children explore descriptive language in group discussions and are confident to express their thoughts, feelings and ideas. They recall cakes and rolls they had seen at the bakery and confidently make them with play dough. There are many worthwhile opportunities within play for older children to link sounds and letters and for children to begin to label their own individual work.

Children make sense of the world around them through stimulating and creative projects and individual artwork. For example, children paint still life pictures of snowdrops discussing the bulb under the soil, stalk and then flower at the top. Children learn about a variety of celebrations such as Chinese New Year and enjoy a visit to a local restaurant. Children have excellent opportunities to explore a wide range of experiences, which enable them to develop their senses and express themselves through creative media.

Children gain confidence in using numbers in their play and during daily routines. They respond enthusiastically to challenges such as matching and sequencing and enjoy activities, which extend their mathematical vocabulary, for example during number rhymes, stories and through consistent daily routines and discussions with staff. They confidently pull up to the petrol pump stating 'I going to fill it up to the top'. Older children are beginning to identify addition and subtraction in a fun and interesting way. Children work well together, for example they show great confidence in operating the CD player and happily take turns in sharing the CD player and ear phones. Children develop and improve their physical skills through an excellent variety of experiences, which include movement to music and outdoor play.

Children are making good progress towards the early learning goals in all of the six areas of learning. Staff use a flexible approach to planning and provide an extremely good balance of adult and child led activities, therefore children learn at their own pace. The planning provides a broad and balanced range of stimulating activities and experiences across all areas of learning. Staff use children's assessment records effectively to identify children's starting points, monitor and record children's achievements. However, children's individual assessments lack sufficient detail in planning the next steps in their learning.

Helping children make a positive contribution

The provision is good.

Children are consistently treated equally and fairly as all the staff know children well and clearly understand their individual needs. Staff ensure that appropriate information is obtained from parents regarding children's individual routines, cultural diversity and health and welfare. There are effective procedures in place to adapt established routines to accommodate and integrate children with additional needs.

Children have good opportunities to make choices and take decisions in their play and learning. Children are able to access resources freely and independently. Children show a strong sense of belonging, developing their confidence and self-esteem, because practitioners are extremely good role models creating a welcoming, caring and nurturing environment. Children are becoming aware of diversity within a wider society through planned activities and as they celebrate their own and other cultural beliefs. A good range of resources that reflect diversity are on offer and integrated into everyday provision.

Practitioners manage children's behaviour sensitively and effectively, increasing children's understanding of right and wrong by using simple strategies, for example, stories that help children understand the importance of being kind and helpful to each other, which children understand and comply with. The provision helps individual children learn to recognise and value their own needs and those of others and to understand when to behave appropriately, which fosters their spiritual, moral, social and cultural development.

The partnership with parents is good. They receive good quality information on the service provided and play an active role in their children's learning. Many opportunities are provided for parents to liaise with staff to discuss children's achievements and curriculum plans are displayed for parents to support children's learning at home. Parents receive detailed information on the Foundation Stage relating to the six areas of learning. Parents and carers spoken to praised the caring and nurturing pre-school environment.

Organisation

The organisation is good.

Staff work well together and support each other through-out the daily routine. The staff team is strong and well-established as many staff have worked together for several years. Effective staff deployment at all times ensures that children are closely supervised, have plenty of individual attention and activities are organised appropriately. Good procedures are in place to ensure that all staff are appropriately vetted and that parent's helpers and volunteers are aware of their daily responsibilities. There is very good provision for children to benefit from play and learning opportunities both inside and outside, throughout the pre-school session, offering an extensive range of activities.

Staff deployment is fully effective at all times to ensure that pre-school activities are well-organised, appropriately resourced and children are closely supervised. The staff team takes a full and active part in implementing the Foundation Stage curriculum and ensures that planning records cover all areas of learning.

All regulatory documentation is maintained and is available. Comprehensive pre-school policies and procedures are available and all staff clearly understand these. This contributes towards the smooth and effective daily organisation of the pre-school. An accurate record of children's

attendance is consistently maintained and all necessary parents' consent is obtained. Children's records are stored securely and confidentially.

The leadership and management are good. The supervisors and committee members are committed and ensure that all staff are fully aware of their individual roles and responsibilities. Staff development is a priority and all staff are encouraged informally to undertake further training to keep their knowledge and skills up-to-date. Clear procedures are in place for staff appraisals. This enables staff to review and evaluate their own practice and celebrate the contribution they make towards the team.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, one recommendation was made to ensure that records show the times of children's attendance. This has been fully implemented to ensure the safety and well being of the 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 children have access to drinking water at all times.

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 children's individual assessments contain sufficient detail in planning the next steps in their learning.

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