

St Andrews Pre School

Inspection report for early years provision

Unique Reference Number 509031

Inspection date 25 September 2007

Inspector Julie Biddle

Setting Address Malvern Avenue, Harrow, Middlesex, HA2 9ER

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Registered person St. Andrew's Pre-School

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 Andrews pre school registered in 1985. It operates from St Andrews Church Hall in the London borough of Harrow.

The hall is divided into three areas for the children. The group has sole use of the premises during opening times.

The group is registered for 50 children from two years six months to five years. There are currently 62 children on roll. This includes 30 funded three and four year olds. The group supports children and their families who speak English as second language.

The group opens five days a week during school term times. Sessions are from 09:15 to 11:45.

The staff group consists of 15 working with the children. Well over half the staff hold early years qualifications. The setting receives support from a teacher from the local authority. The setting belongs to the Pre School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good hygiene through daily routines, which helps to prevent the spread of infection. Children understand the importance of washing their hands before snack times and after messy activities. Children's health is well promoted due to the staff's relevant first aid training and implementation of effective hygiene procedures to minimise the risk of infection. Staff give children gentle reminders about covering their mouths when coughing, until this becomes routine; this teaches children the importance of not spreading germs. Parents are always informed of illness in the setting, therefore limiting the spread of infection. Effective procedures are in place for the recording of accidents and administered medicine.

Children are learning about the importance of a healthy diet and living through discussion and topics, such as care of our teeth, when a dental hygienist visited the children. Parents provide the food enjoyed by children at snack time, staff supervise them whilst they are eating and encourage the children to enjoy water or milk to drink. There are opportunities for children to independently access drinking water throughout the session. Staff are knowledgeable about the children's dietary needs and individual preferences.

There are good opportunities for children to develop their fine motor skills as they cut, roll and spread glue.

Children are developing a positive attitude to physical exercise as they experience physical activity and fresh air everyday. Children are enabled to develop their confidence on a range of equipment. They are skilled at using small equipment to promote co-ordination skills, such as balancing, however the outside area is not fully utilised and does not incorporate all areas of learning.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an environment which is secure and safe. The premises are welcoming to both children and parents and provide an environment where children are excited when they arrive, eager to access resources and take part in the activities on offer. Children are developing a sense of protecting themselves, as they regularly practise fire drills, and staff talk to them about safety. The setting takes part in walk to pre school week where parents, children and staff are encouraged to walk to pre school. Staff and children discuss how to cross the road safely, children enjoy looking at road signs and painting zebra crossings.

Security of the premises is good, which also helps to keep the children safe. For example, staff monitor children's arrival and departure, ensuring children cannot leave unnoticed. However, the younger children are put at risk and become upset as home time is badly organised.

Children have access to age appropriate resources that they can choose for themselves as toys and activities are kept at child height.

Children are well protected because staff have a good understanding of their role and responsibilities in protecting children; they are aware of the signs and symptoms of possible abuse. The manager is the main contact within the setting for any concerns. Staff are fully

aware of procedures and a child protection policy is in place which includes the action that will be taken should an allegation be made about a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well into the session and are very confident in the routine. Children have fun as they play enthusiastically with a range of toys and resources that are age appropriate and offer challenge. Warm relationships are evident between staff and children, interaction is of a good standard. Staff praise and encourage the children who progress well in the stimulating and caring environment. Children's vocabulary is extended as staff ask questions that encourage them to think and talk. For example, 'how many children have bananas today?' Younger children are well supported in their play, as staff have a good understanding of their needs. Planning of routine and activities effectively support children's learning. Staff offer support and encouragement to the children in order for them to try out new activities and develop their skills, as a result children feel confident and secure. Children really enjoy singing familiar songs, such as 'the wheels on the bus' and listening to favourite stories. Children laugh, giggle and have fun as they play outside with bikes, cars and scooters.

Nursery Education.

The quality of teaching and learning is good.

The children's individual progress is observed and information recorded is used to plan for the next steps in the children's development. Plans are devised by the whole staff group. Staff's understanding of the Foundation Stage enables them to provide activities that are stimulating and fun. Staff and children enjoy good relationships with each other, staff listen intently to the children and respond to their needs and choices.

Children have a positive attitude to learning and they spend extended periods concentrating. Children are confident in selecting their own choice of play, organising themselves to take turns and share fairly. Children thoroughly enjoy making marks and writing, for example tickets to play with. Children are becoming confident speakers and are developing their vocabulary. They listen well to stories and handle books with confidence. Children are curious to explore different creative mediums as they stick, paint and draw. They are developing their fine motor skills as they manipulate paintbrushes, glue spreaders, scissors and puzzles. Children confidently spread butter and jam as they make their own sandwiches. Mathematical skills are promoted as the children count confidently to 10 and sometimes beyond as part of daily routines. Children discuss colour, shape, and size routinely.

Children have many opportunities to develop their knowledge and understanding of the local community and wider world through discussion and topics. For example, they discuss seasons, plant herbs and study snails in a garden. Children have fun as they go on nature walks in the local area. They enjoy celebrating festivals, such as Easter, Diwali, and Christmas. They learn about past and present events and explore their own and other cultures.

Helping children make a positive contribution

The provision is good.

The staff value and respect the children as individuals, they know the children well and are responsive to their needs. Children feel a strong sense of belonging and are well integrated

into the setting, working harmoniously with others and making their own choices and decisions. Staff give them lots of praise and encouragement to enhance their self esteem and confidence. Children are learning about the world they live in, as they have access to resources and equipment that promotes positive images of culture, ethnicity, gender and differing abilities. They learn, for example about festivals and traditions in their own and the wider community. Many of the posters in the setting are printed in local community languages. This positive approach fosters children's spiritual, moral, social and cultural development. Children's individual needs are recorded and respected by all staff, meaning that their welfare is promoted. Children are engaged in meaningful play, their behaviour is good. They are learning to distinguish between right and wrong, through example and positive encouragement. Children are kind and considerate to each other and really enjoy playing together. The emphasis on respect for others helps to create a harmonious atmosphere where children can feel confident, secure and happy.

Children with learning difficulties and/or disabilities are well supported in the setting. There are clear and effective procedures in place to support children with learning difficulties and/or disabilities. The special needs coordinator has attended training and holds good knowledge of her role and responsibilities to ensure that children's individual needs are well met.

Partnership with parents is good. Parents receive useful information about the setting and events in the area through newsletters and the use of a notice board, much of the information is written in community languages. Parents are welcomed into the setting to share skills and to take part in activities. Daily exchange of information ensures parents are aware of their children's daily activities. Parents are encouraged to discuss and plan for their child's development.

Staff show respect for parents by requesting their permission to take children's photos, take them on outings and to seek emergency medical advice if necessary. Time is given for children to settle into the setting with parents allowed to stay for as long as it takes.

Organisation

The organisation is good.

Staff have a good understanding of their roles and responsibilities within the setting. Staff deployment is good, thus ensuring all children are secure and engaged in activities. Children are happy and confident with each other and staff. There is a robust recruitment procedure in place ensuring staff are suitable to work with and care for children. The welfare of the children is further safeguarded as all the required documents are maintained.

The leadership and management for nursery education is good. As the established, experienced team are clear about their roles and responsibilities. The manager is committed to the promotion of good quality childcare. Staff are encouraged to attend all relevant training courses to build upon their skills. Good communication systems between the manager and staff are in place. As a result, the pre school runs smoothly for the children. All staff are diligent in their work; they are professional, caring and show delight in promoting the development of the children in their care. Children benefit from the positive working relationship with parents and staff. All relevant information is shared with them.

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

Improvements since the last inspection

At last inspection the provider agreed to include the regulator in the complaints procedure, this is now done meaning parents are able to contact Ofsted if they want to. The provider also agreed to provide adequate fire detection systems, this is now in place meaning children are safe when at the setting. The provider agreed to update some policies, procedures and documentation this has all been completed, meaning staff are clear in their roles in the setting.

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 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 safety and wellbeing of the younger children is considered when planning home time

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):

- develop the outside area to incorporate all areas of 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