



St. Georges Pre-School

Inspection report for early years provision

Unique Reference Number	511117
Inspection date	07 July 2005
Inspector	Caroline Hearn
Setting Address	St. Georges Church Hall, Andover Road, Newbury, Berkshire, RG14 6NU
Telephone number	07887900348
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Registered person	St George's Pre-School
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 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. Georges Pre-School opened in 1961 and moved to its current premises in 1992. It operates from St Georges Church hall in Newbury. A maximum of 24 children from 2 years to under 5 years may attend the pre-school at any one time. The pre-school have access to two rooms and a fully enclosed out door area. The pre-school serves the local community.

There are currently 36 six children on the role. This includes 17 funded 3 and 4 year

olds. Children attend a variety of sessions a week. The pre-school supports children with special needs and children who speak English as an additional language.

The pre-school opens four days a week during school term times. Sessions are from 09:20 to 11:50 am Mondays, Tuesdays, Thursdays and Fridays. The pre-school also operates a lunch club on Thursdays and Fridays 11:45 to 13:15.

The pre-school employs four members of staff to work with the children. Of these, one is qualified to level III and two are undertaking training to achieve level's II and III. The pre-school is managed by a voluntary management committee, made up of parents of the children at the pre-school. The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are learning about good hygiene practices and clearly understand why they have to wash their hands after craft activities and before snacks. Over half the staff hold current first aid certificates and are therefore aware of the appropriate ways to deal with minor accidents.

Older children stay for lunch club. These children bring packed lunches and are appropriately encouraged to develop the independence skills they will need when they start school. All children actively enjoy and value this very social time.

Children take part in an appropriate and varied selection of activities to encourage their physical development. They make good use of the large outdoor and indoor play areas during both well-planned sessions and free play. Due to this, they are learning how to negotiate space successfully and move confidently and freely around the environment, with an awareness of others. There are plenty of good opportunities for children to access art and craft materials, which help to develop their fine and gross motor skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have access to a large hall for their indoor play. This is well set out by the staff and careful consideration has been given to the lay out. Children move confidently around the room between activities. They make good use of the varied selection of resources, which are set out. To ensure the children remain engaged by these resources staff rotate the selection on offer during each session. Children are able to freely explore their environment as staff have given careful consideration to safety. Staff undertake daily risk assessments of both the indoor and outdoor areas and any hazards are made safe. Children undertake regular practises of the fire drill to ensure they are aware of what to do in an emergency. However, staff do not use the electronic alarm system during these practise sessions. Hearing this would give

the children a greater understanding of what would happen in an emergency.

Children's safety is given a high priority as staff have a clear understanding of their role in child protection issues. Staff are fully aware of when to put appropriate procedures into practice.

Helping children achieve well and enjoy what they do

The provision is good.

Children have developed close relationships with their peers and adults present. They actively enjoy attending their sessions at the pre-school and see this as a very social time. They gain a great deal from the activities on offer due to the careful planning undertaken by the staff. Children undertake a wide range of exciting and appropriate activities both inside and out.

Nursery Education

The quality of teaching and learning is good. Children are able to confidently select and appropriately use resources to develop their own ideas. They are clearly aware of the needs of others and that their actions have consequences. Staff praise children for their efforts, which helps to build their self confidence, self esteem and good behaviour. Children's independence is generally well supported. However, older children could benefit from having further opportunities to practise their independence skills during morning snack time. Children are generally confident and engage easily in conversations with each other, staff and visitors. They clearly enjoy taking part in imaginary play and understand the roles they take on for this. Such as, being a travel agent and booking holidays for each other. During this type of activity, children learn to use good descriptive language when talking to each other about the types of holidays in the brochures. Children clearly enjoy the musical activities on offer and appropriately use musical instruments when singing and sing songs with actions. They are able to move in time to the music during music sessions and recognised when beat changes and alter their movements to match. Children have access to a varied selection of resources to support their learning. Staff use these resources appropriately during well planned sessions to ensure children gain as much as possible from them. Children have time to consolidate their learning as the staff question them about what they have done. Children's learning is fully supported as the staff work well as a team with clearly defined roles. The staff have good knowledge of the stepping stones and use this to plan a varied selection of appropriate activities. On going staff training and development, results in staff having the appropriate knowledge and skills to support children's learning well. They maintain detailed records of each child's achievements and fully evaluate these to ensure each child is achieving their full potential.

Helping children make a positive contribution

The provision is good.

The play and education is organised well, to ensure the children have equal access

to the full range of activities offered. The children arrive happy and confident at the pre-school, they have individual pegs and labelled trays to provide them with a sense of belonging. Children are learning what behaviour is acceptable as the staff act as appropriate role models. Staff give the children clear reasons why their behaviour is un-acceptable taking time to talk to them about this. Children have clear guidelines; know the routines well and are sensitive to the needs of others, readily sharing toys and resources. Children with special educational needs receive appropriate support in all areas of learning.

Children's spiritual, moral, social and emotional development is fostered, as all children feel welcomed and valued within the setting. Children are beginning to understand about their own beliefs and those of other people through well planned topics and activities, which promote the wider society.

The partnership with parents and carers is outstanding. The staff ensure that parents are fully aware of their child's individual progress and achievements. Parents have regular opportunities to see their child's developmental records and are encouraged to make notes of their observations of their child within these. Children receive a high level of continuity between home and pre-school. This is due to the exceptional level of communication between home and pre-school. Parents have highly detailed information about what the children are learning and how they can support their children's development.

Organisation

The organisation is good.

The provision meets the needs of the children. The premises are well organised. The hall is generally laid out to maximise play opportunities for children. Effective induction and appraisal systems are in place to maintain good working practices. The group are continuing to develop their action plan to ensure they meet the required level of qualified staff. All the required policies and procedures are present and systems for reviewing these are in place to help maintain children's well being.

Leadership and management are good. Children receive a high level of guidance and support during activities due to careful staff deployment. All staff have set roles and are exceptionally well supported due to the effective leadership and management of the group.

Improvements since the last inspection

Areas noted under the last care inspection,

The pre-school was asked to develop their documentation with regard to lost child procedures and those for recording medication. They have made these changes to ensure they have all the information required to meet the needs of the children.

Areas noted under the last nursery education inspection,

The pre-school was asked to develop opportunities for children to select their own materials and resources and extend opportunities for children to learn about mathematical concepts. They were also asked to increase the staff's knowledge of planning and evaluation and how to use assessment to support children's on-going development. To meet these recommendations they have purchased new low-level storage to ensure the children can access resources independently. They have also developed their planning to include further mathematical activities. All planning is now fully evaluated and staff are fully aware of how to use this to support children's on going development.

Complaints since the last inspection

There are no complaints to report.

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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):

- continue to develop the action plan regarding staff qualifications to ensure qualification requirements are met.
- consider undertaking fire drills using the electronic alarm system within the hall to ensure children and staff are aware of what this sounds like.

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 independence skills are consistently encouraged especially during morning snack times.

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concerns about inspectors' judgements which is available from Ofsted's website:
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