



St Johns Under 5's Pre School

Inspection report for early years provision

Unique Reference Number	301988
Inspection date	12 July 2005
Inspector	Helene Anne Terry
Setting Address	St John the Evangelist Parish Church, Walshaw Street, Great Horton, Bradford, West Yorkshire, BD7 4AB
Telephone number	01274 502097
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Registered person	St Johns Under 5's Pre School
Type of inspection	Integrated
Type of care	Sessional care, Crèche

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 Preschool and St John's Under 5's Crèche are part St John's Church 'Under Fives' provision. This is a non profit making organisation set up in the church in 1987 as part of the church's community work. The preschool was established in 1980 and operates from a separate annexe at the rear of the church, with direct access onto a fully enclosed outdoor play area. The crèche is held in one of the church rooms. The setting is situated in the Great Horton area of Bradford, West

Yorkshire and serves families from this culturally diverse area and wider community.

A maximum of 25 children may attend the preschool at any one time and it is open each week day from 09.15 to 13.15 term time only. There are currently 40 children from two to five years on roll. Of these 24 children receive funding for nursery education. There are currently no children attending with special educational needs or who speak English as an additional language. The crèche can take a maximum of ten children birth to five years. This runs alongside training courses run by the setting at various times throughout the year.

The setting employs seven members of staff who are regularly supported by volunteers. Five members of staff hold appropriate early years qualifications. The setting receives support from the local authority including an advisory teacher. They are members of the Bradford's Under Five's Association (BUFA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well maintained environment where effective procedures and practices ensure that children's physical, nutritional and health needs are fully addressed. The staff provide good support and guidance to ensure that children develop a good understanding of hygiene, such as encouraging them to wash their hands after toileting. Children are effectively protected from cross infection through the use of good hygiene practices. This includes the regular washing of equipment and a comprehensive sickness policy, which parents are informed of.

A good balanced healthy diet is promoted to foster children's health and development. They are offered drinks and snacks regularly throughout the session, especially drinks during the hotter weather to keep children cool and hydrated. Children learn about foods that are good for them, as witnessed when a child announced that 'fruit is good for us' and staff encourage them to make healthy choices. Individual dietary needs are fully considered to promote children's well being.

Children enjoy a wide range of physical activities which contribute to their good health. They have regular access to physical activities both indoors and outdoors such as the use of balancing equipment, climbing frame, slide, bikes, scooters, bats and balls.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move around safely and freely in the very well organised setting, where risks are identified and minimised by staff through very good practices. Regular risk assessments are done by staff both inside and outside the building to ensure safety.

Access to the provision is monitored very well. Doors are locked at the start of the sessions and staff ensure children leave at the end of sessions with a known adult in order to protect children. Staff fully comply with health and safety requirements to keep children safe. Children are also learning well about their own personal safety, for example as they are reminded throughout the day to walk and not run, because they will fall and hurt themselves.

Children use a broad range of good quality, developmentally appropriate resources that fosters all areas of their development. Resources are age related within the preschool and the crèche. In the preschool most resources are very well organised into specific areas of learning within the playroom at child height; encouraging children to make choices and promote their independence skills. Other items are stored neatly in the storeroom. This enables staff to ensure that children play with developmentally appropriate resources.

Staff have a good understanding of child protection issues as some have attended training, ensuring that children are protected and their well being is enhanced.

Helping children achieve well and enjoy what they do

The provision is good.

Staff provide a very good range of activities and play opportunities to foster all areas of children's development. They make effective use of the Birth to three matters framework to improve young children's achievements. Planning and children's assessments are used clearly to extend learning. Activities and resources in the playroom are age specific for children attending and these are all easily accessible ensuring children have free choice, which promotes independence. Children were observed to move between activities freely spending as much or as little time as they wished, depending on their interests. This ensures that children take responsibility for their own stage of learning by the ways in which they interact with materials available to them. The daily routine is varied and flexible with times for children to have snacks and take part in activities both indoors and outdoors.

The interaction between staff and children is very good, ensuring that warm trusting relationships are developed and that children are happy and settled. Staff spend all of their time playing with the children, giving support, using playful talk and encouraging them to explore their environment. Staff are sensitive to individual needs, for example young children finding preschool difficult to adjust to are very well supported by a member of staff, gradually building a sense of security.

Nursery Education

The quality of teaching and learning are good. Most staff have good knowledge of the Curriculum Guidance for the Foundation Stage and of how children learn effectively. The good planning and children's assessments enables staff to provide many challenging, interesting, practical activities to extend learning. Staff are also adept at using incidental activities to develop learning opportunities, such as encouraging the children to observe changes to wet sand as it dries in the sun outdoors. Staff have high expectations of the children and challenges set are appropriate for their differing

abilities. Staff use children's assessments to inform future planning, ensuring that individual development needs are effectively addressed. Methods used to engage children in the activities are very good. Staff are patient, they listen to the children, respect their views and create warm caring relationships, which gives children a sense of belonging and boosts self esteem.

Overall the children are making good progress in all areas of learning. They are happy to attend the setting and enter the playroom confidently, as they seek their name card as a means of self registration. They display high levels of involvement in the activities and spend a good deal of time sat at their chosen activities, interacting with staff. For example as they cut the fruit, talk about how it feels, tastes, smells and what part of world the fruit comes from. Children operate independently within the preschool, seeing to their own personal hygiene, choosing activities from the shelves and helping staff tidy activities away. They are learning to share, take turns and be co-operative. This was demonstrated when two children helped a member of staff put on the large lid to cover the sand tray. Children are beginning to make good attachments to others in the group and have friends they like to be with. Children speak clearly, confidently and have the self confidence to speak with others about their wants and needs. More able children ask staff for help, state that they wish to sing specific songs and ask questions about what they see. Children's emergent reading and writing skills are developing well. They know how to handle books appropriately, turning pages from left to right. More able children are beginning to use writing as a means of communication, as they sign birthday cards and pretend to write the address on the envelope. Some children are beginning to write recognisable letters of the alphabet, particularly when they write their own names.

Children are beginning to develop a good interest in numbers. They count well and more able children can recognise some numbers. They talk about numbers of personal significance to them; such as their age and how many pieces of banana they have got. However, the children are not regularly using simple problem solving skills in everyday activities, such as comparing how many cups they need for the number of children present.

Children are beginning to find out more about the world in which they live. They enjoy looking at changes to materials, for example as they mix paints. They are beginning to use tools effectively and safely; when they use knives to cut fruit, use scissors and a hole punch to effect changes to materials. They construct well with a purpose in mind, as they build towers, a garage and a house. They talk about their home life and holidays they have had demonstrating that they can recall significant things that have happened to them using past and present terms. Children are not regularly accessing information and technology equipment, which hinders the development of their interests in this area.

Children move freely with pleasure and confidence both indoors and outdoors. They negotiate space well and can adjust their speed to avoid obstacles when playing on the bikes, scooters and in the cars, so as to avoid injury to one another. They show increasing control when they climb, go down the slide and use scooters using one leg action. Children confidently explore a very good range of creative materials, such as paint, malleable materials, collage, sand and water. They freely access these materials to represent their feelings, thoughts and ideas and staff effectively support

them to extend learning as children enter in dialogue about what they have created, such as the sand, sea, sun and mummy.

Helping children make a positive contribution

The provision is good.

Children's individual needs are very effectively met through a variety of means including information received from parents at the gradual induction of the child. Staff are proactive in identifying areas of development in which some children may need extra help and discuss issues with parents to enhance development. A very good range of resources positively represent diversity in society and children celebrate a variety of festivals from around the world. There are positive images of ethnicity and disability on displays on the walls in the form of posters and writing. This enables children to develop a positive attitude towards others and enables them to make connections between different parts of their lives.

The staff have a very good awareness of positive behaviour management techniques to enhance children's well being. Children learn to share, take turns and learn about the consequences of their behaviour on others. Lots of praise and encouragement was observed to be offered to children; boosting confidence and self esteem. This fosters their spiritual, moral and social development.

Children benefit from the very good partnership developed between staff and parents. Children are cared for according to parent's wishes which promotes continuity of care and their well being. There are very effective systems in place to ensure information is shared on a regular basis about the child's progress and daily activities, for example through daily chats with staff, access to the child's key person, and parent's meetings twice a year. Policies and procedures are available to parents about the setting and a newsletter is used to update on any changes and forthcoming events. This promotes the two way process in enhancing children's progress. However, the complaints procedure in the parent's information brochure does not contain contact details for Ofsted, should they wish to make a complaint. Parents are also actively encouraged to be involved in their child's learning by bringing in items related to themes being followed. However, information on how parents can extend learning at home, to enrich their child's development, is limited.

Organisation

The organisation is satisfactory.

Space, resources and deployment of staff are used very effectively to meet the needs of the children and enhance their well being. The good policies and procedures in place ensure that staff are suitable to care for children and that adult child ratios are consistently maintained. However, systems in place to ensure that supervisors in the crèche have a qualification in childcare to level three are not always effective.

Leadership and management within the setting are good. Management is motivated

and enthusiastic and all staff take full advantage of the training opportunities available to them. Staff work well as a team, are aware of their roles and responsibilities and they regularly reflect and evaluate the nursery education provided for the children. Everyone is committed to the continued improvement of the care and education of the children. Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last nursery education inspection it was recommended that planning of the curriculum should have more emphasis on communication, language and literacy, and mathematical development, in particular for more able children. It was also recommended that the means of sharing information with parents about their child's progress should be improved. Good improvements have been made, although challenges to ensure that children are developing problem solving skills still need improvement. Planning is now differentiated for the differing abilities of children and focus activities have been introduced that help staff address all areas of children's development. Effective procedures to ensure that parents are fully informed about their child's progress have been introduced. Parents now receive good written information about the curriculum guidance for the foundation stage, they have regular access to their child's key person, and parents open days have been introduced.

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):

- ensure that the complaints procedure given to parents contains contact details for the regulator OFSTED
- ensure that supervisors of the facilities, at each session, are appropriately qualified to level 3 in childcare.

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):

- provide opportunities for children to develop problem solving skills in everyday activities and further extend their interests in IT skills
- provide more information for parents on how they can extend learning at home; to enrich their child's development.

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