

St Andrews with St Peters Pre-School

Inspection report for early years provision

Unique Reference Number	224725
Inspection date	22 February 2008
Inspector	Kathryn Mary Harding
Setting Address	Weston Road, Weston Coyney, Stoke-on-Trent, Staffordshire, ST3 6HB
Telephone number	01782 314270
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Registered person	St Andrews With St Peters Preschool
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 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 Andrews Pre-School is run by a committee and opened in 1971. It operates from St Andrews Church Hall in Weston Coyney, in Stoke-on-Trent. A maximum of 26 children may attend the setting at any one time. The setting is open each weekday from 09.30 to 12.00, term time only.

There are currently 34 children aged from two to under five years on roll. Of these, 14 children receive funding for early education. Children come from a wide catchment area. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs four members of staff. Of these, over half hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are cared for in a warm setting where they learn the importance of good personal hygiene through the daily routines. Children are reminded to wash their hands after going to the toilet and clean their hands with wipes prior to eating snack. They now have paper towels available for use after washing hands as opposed to a communal hand towel, helping to prevent the risk of cross infection. Good nappy changing procedures are in place, so helping to reduce the risk of cross infection. Accident records are appropriately maintained and parents receive a note home, if their child has had a bump to the head, of signs to watch out for. Two staff have attended paediatric first aid training and the setting have appropriate permissions in place regarding the administration of medication.

Children begin to understand the benefits of a healthy diet as they are offered snacks such as fruit and toast. They learn about healthy living through topic work and discuss unhealthy and healthy foods at snack time. They can access drinking water throughout the session as parents now provide the children with their own water bottle, enabling them to deal with their own care needs.

Children enjoy a range of activities which contribute to their good health. There are activities to help them develop control of their bodies such as a small trampoline, tunnel and tent. They can access a wide range of equipment such as play dough, mark-making equipment, scissors and small world play to help develop their fine manipulative skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children and parents are warmly greeted by staff on arrival, giving the children a sense of belonging and making them feel valued. Parents freely chat with staff and stay to settle their children. The room is bright, airy and made more welcoming to all, as children's artwork, photographs and posters are displayed on the walls. As the room is a multi-use room staff have to spend time setting up before the start of each session. At child-initiated times, children independently select activities from a wide range of toys and resources that are of good quality, meet safety standards and are regularly checked and cleaned.

The rooms are checked prior to the children arriving and daily written risk assessments are undertaken. Safety precautions such as socket covers and locks on the entrance door are in place. However, the fluorescent lights in the main play area are not fitted with diffusers and this is a potential hazard. There is presently no outdoor area but the committee are currently working on this matter. Children learn how to keep themselves safe as they have had a road safety officer visit the setting to talk about safety when outdoors, and fire fighters in to talk about fire safety. When on local walks, adults remind children how to cross the road safely.

Staff have attended child protection training and this is regularly updated. They have the required procedures and documents in place to ensure children's welfare is safeguarded and promoted, and have a good knowledge of child protection procedures in line with the Local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well and staff offer reassurance to younger children as parents leave. Parents are encouraged to stay in the setting until their child is settled. The children take part in a good range of varied activities and play opportunities which they find interesting and enjoyable such as playing with the planks, cones and pipes and looking at the daffodils. They develop good relationships with staff and each other, for example, they confidently ask staff if they can help put the clothes on the doll and show them their pictures.

Snack times are sociable occasions with staff sitting and chatting with the children about what they had for breakfast and where they are going on their walk. They are excited at the activities on offer and thoroughly enjoy using the wide range of equipment. They are happy and obviously enjoy their time spent in the setting. Staff have a sound understanding of child development which enables them to offer appropriate care.

The 'Birth to three matters' framework is used to plan for younger children. Staff observe children as they play and records of their artwork and photographs are stored in their developmental matters profile. Plans link to aspects of the framework and are informed by children's observations, but these are in the early stages and are not consistently linked to assessments for all children.

Nursery Education.

The quality of teaching and learning is satisfactory. Children are making sufficient progress towards the early learning goals. Children show an interest in what they are doing and staff support them where necessary in their play, making children feel valued. However, children's thinking and learning is not always extended or challenged during the session.

Children settle well and most separate from their carers with confidence. They approach staff with confidence to ask them to help put the dressing-up clothes on. They behave well, with staff continually praising and encouraging them, so enhancing their self-esteem. Staff act as good role models as they thank children for helping them tidy up. At child-led times, children freely choose from the resources put out by staff, encouraging them to be independent learners. Children sit and concentrate well when accessing the craft area and making their own pictures.

Staff relay stories in an appropriate way, so encouraging and motivating the children's interest in books. However, children do not always listen effectively as there is insufficient adult support during story time. Children have to find their own name on arrival, which they do with confidence. There is some labelling of the environment so encouraging children's recognition of print, but this is not fully utilised. Children can mark make as they access pens and crayons in the art and craft area and make marks for a purpose as they take part in role play. They speak confidently with staff in small groups.

Children's mathematical development is promoted appropriately as children have opportunities to show an interest in numbers and counting, but opportunities during the routines of the session to extend children's learning are missed. Wall displays show they have looked at and talked about different shapes. There are few opportunities for children to problem solve in a practical way.

Children investigate when using the construction sets and explore in the sand. They talk about their families or significant events in their lives as they talk about their visit to the dentist. They

go for a walk around the local area, look at the signs of Spring and talk about what they see in gardens as they become aware of their local environment.

Children's physical skills develop and improve through a variety of experiences provided by staff, including activities to develop skills of cutting. Staff support children appropriately if they have difficulty in using scissors. Children competently use glue sticks and roll, cut out and knead the play dough.

Children have opportunities to explore different textures and materials using their senses. Children play imaginatively in the home area and make drinks for adults. They access a craft area so they are able to make their own creations. Children talk about different colours of the fruit as they read the story. They access musical instruments and play them, exploring different sounds. They sing familiar rhymes and play their instruments in time to the beat.

Effective systems are in place to care for children with learning difficulties and/or disabilities which includes liaising with parents and outside agencies where appropriate and drawing up individual education plans.

Overall, children make satisfactory progress in all areas of learning.

Staff are willing to attend training and have a developing knowledge of the Foundation Stage. Plans are linked to the Stepping Stones and activities for children are differentiated, but sometimes fail to offer sufficient challenge for more able children. Records of children's progress are limited. Observations are undertaken but these are in the early stages and are not yet consistently linked to assessments and the planning to ensure the next steps in children's learning are catered for.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued, listened to and respected as individuals. Their awareness of the wider world is extended as the setting has some activities, toys and resources to positively reflect diversity. They do related activities linked in with different festivals such as food tasting when looking at Divali and Chinese New Year. They go for walks around their local area, helping the children become aware of their environment.

Systems are in place such as individual education plans, and staff liaise very closely with parents and external agencies to effectively promote children's learning and welfare. They ensure, through the care provided, that they are inclusive to all children.

Staff have a calm, consistent, positive approach to managing children's behaviour. As a result, children behave well and understand what is expected of them, as they are given explanations why the behaviour is not acceptable. Adults act as good role models in their behaviour towards each other, setting a good example. Good behaviour is also encouraged as the staff give lots of praise and encouragement to the children for their efforts. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is sound. Staff, parents and external agencies all work together to meet each child's needs. Parents have access to information about the educational programme in the prospectus. They can complete a welcome sheet so staff have a starting point for planning the next steps in the child's learning. They can talk daily with the child's key worker and see their child's records at any time. Daily diaries are used with all children so parents

are kept informed about what their child has been doing during the session. A parents rota is also in place, so parents are able to talk with staff and can be involved with their child's learning. An informative notice board containing what the children are doing in the session is available, so ensuring parents are fully aware of topics and projects. Parents that were spoken with commented very positively on the setting, stating that staff are very approachable and their child is very happy in the setting. A complaints procedure is in place and parents are made aware of the procedure to follow if they wish to raise any concerns.

Organisation

The organisation is satisfactory.

Leadership and management of the nursery education is satisfactory. Staff who work with the children in receipt of funding for nursery education have a developing knowledge and understanding of the Curriculum guidance for the foundation stage. They are very willing to attend training and workshops and have attended training and in-house workshops to enhance their familiarity with the curriculum. They have been working with the Early Years team to develop the quality of the early education provided.

Six monthly staff appraisals are now in place to help monitor performance and to identify the strengths and weaknesses of staff and help improve their child care practice. However, organisation of staff time is not always best utilised and staff are not always deployed effectively to support the children's play and learning, particularly at story time. The setting is run by a supportive committee and a list of committee members is now available. The committee have now undergone suitability checks and they take responsibility for recruitment and selection of new staff. These procedures are now effective to ensure that staff are suitable to work with children.

Staff have worked very hard to improve the quality of the provision since the last inspection. They are committed and enthusiastic in their approach and work well together as a team. All documentation is stored securely ensuring confidentiality is maintained.

Overall, the children's needs are met.

Improvements since the last inspection

At the last inspection, staff agreed to the following actions ensure that all records relating to staff are complete and available for inspection; ensure that committee members are made known to Ofsted, have undergone suitability checks, and a record of members is maintained on site; improve knowledge and understanding of the requirements set out in regulations and the roles and responsibilities of the registered person (the committee); put in place an action plan detailing how staff's knowledge and understanding of the Foundation Stage of learning will be developed to help them deliver an effective nursery education curriculum; develop activity planning to include the learning intention of adult-supervised activities and how activities will be adapted to meet all children's needs, and develop the observation and assessment of children to ensure that children's developmental progress is sufficiently monitored and used to plan the next steps in their learning.

Staff records are now available for inspection and committee members have undergone appropriate suitability checks. The committee have attended training on their roles and responsibilities. Staff have completed training and workshops in relation to the Foundation Stage curriculum and staff plan the learning intention of the focus activity for each session.

However, the observations, assessments and planning are still in the early stages and this has been raised as a recommendation at this inspection.

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.

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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 fluorescent lights are made safe
- ensure that staff are deployed effectively with the children to support their play and learning, particularly at story 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):

- continue to develop observations and assessments so that they link into planning and identifying the next steps in the child's learning and development
- ensure all activities are adapted so ensuring sufficient challenge for all children in the group
- ensure there are sufficient opportunities for children's early mathematical skills to be developed in relation to number and problem solving.

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