

St John Vianney Parish Pre-School

Inspection report for early years provision

Unique Reference Number	507777
Inspection date	18 January 2008
Inspector	Tracey Marie Boland
Setting Address	Bishopton Close, Mount Nod, Coventry, CV5 7GX
Telephone number	02476 695329
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Registered person	Parish of St John Vianney
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 John Vianney Pre-School opened in 1996. It operates from one room in purpose built premises, located in the grounds of St John Vianney Church and close to St John Vianney School. The pre-school serves the immediate residential area and surrounding community. There is a fully enclosed garden for outside play.

There are currently 34 children on roll. This includes 26 funded three and four-year-olds. Children attend for a variety of sessions. There are currently no children attending who have special educational needs or whose first language is not English.

The group opens five days a week during school term time. Sessions are from 09.00 hours until 11.30 hours and on three afternoons from 12.45 hours until 15.15 hours.

Four members of staff work with the children. Over half the staff have Early Years qualifications to NVQ level 3. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enter a welcoming, vibrant environment which is well maintained and relaxed. Staff greet children and parents and share any relevant information with them. Children follow good hygiene routines and they understand the importance of regular hand washing at times throughout the session, for example, after messy activities, before they eat and after using the bathroom. Children's independence skills are good although staff offer support if needed.

Children are well protected in the event of an accident as all staff follow clear procedures should an accident occur which ensures the comfort and welfare of the children. All staff hold first aid certificates and a well-stocked first aid box is easily accessible. Accidents are dealt with sensitively and detailed health records are completed and shared with parents.

Children's independence is further developed through the use of a snack bar which is open for most of the session and where they enjoy a variety of fruits and a drink each day. Children collect their name card and place it on the table mat. Then they choose the fruits and drink they would like and sit and enjoy them with their peers. When they have finished they tidy away their things and continue to play. Individual preferences are known by staff and snack time is a social occasion.

Children enjoy a wide range of physical activities using a variety of resources including bikes, stilts, balls and wheeled toys. They enjoy running and jumping and take part in sports days within the school field. Children learn about changes to their bodies after exercise and staff ask them to think about their heart rate, how it has changed and if they need a drink to stop themselves dehydrating.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a safe and secure environment where staff have taken suitable steps to minimise most potential risks both indoors and out. However, the use of drawing pins in the entrance hall poses a risk to children's safety. Security is good within the setting and access can only be gained to the premises via a member of staff. Children are unable to leave the premises unsupervised and are only given into the care of a known adult. Staff supervise children directly and are proactive in their approach to safety at all times.

Toys, equipment and furniture are safe, clean and in excellent condition. They are stored at child height allowing children to access freely and make informed choices. Boxes are labelled with a corresponding picture for children who cannot yet recognise letters. Staff are vigilant with regard to safety and clearly written risk assessments are completed and reviewed regularly. Children are well protected in the event of a fire as an emergency fire evacuation plan is in place, known by the staff and practised. Records of fire evacuations are maintained and evaluated to ensure their ongoing suitability.

Children's welfare is safeguarded as staff have a good understanding of their role and responsibility with regard to protecting children from abuse and neglect. A clearly written policy is in place and shared with parents and staff have attended training to keep their knowledge and understanding up to date of the local procedures they should follow. They are conversant with the new Local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the setting well and quickly settle into the daily routine. They access a wide variety of enjoyable activities and play experiences which are age appropriate and encourage their all round development. Children's individual needs are known by staff and interaction between staff and children is very good.

Children are enthusiastic and eager to be involved in the various opportunities available to them and staff are good role models, showing care and consideration to all of the individuals they care for. Children are encouraged to think through processes and problem solve through staff's skilful questioning.

Nursery Education

The quality of teaching and learning is good. Staff demonstrated a firm understanding of the Foundation Stage of learning and plan a broad range of activities, experiences and challenges that meet the developing needs of the children. The manager supports staff with the planning and observations and assessments are completed and used to inform future planning for individuals. Staff's use their understanding of child development to ensure that children are challenged and their learning, language and thought processes encouraged through their skilful questioning which encourages children to recall and pre-empt. Information parents share with staff about their child's stages of development are used as a starting point for staff in their learning. Good support is given to encourage children with learning difficulties and/or disabilities and staff work cohesively with parents and other professionals to ensure that all children are fully included and involved.

Children enjoy a wealth of play opportunities throughout the session both indoors and within the outdoor classroom which is available each day. The outdoor area is well maintained and has a soft play surface and a small grassed area with a raised plot of land for growing and planting. The children have been involved in developing the area and are actively involved in growing plants and flowers. They enjoy digging and turning the soil looking for mini beasts, for example, worms. All children understand the need to share and take turns and staff reinforce this consistently and sensitively. Children collect their own coats and hats when it is time to go out and most are able to put them on independently. Younger children need support and are given lots of encouragement and praise by staff.

Children enjoy story time in groups and individually with staff and their peers They listen intently and join in answering questions asked by the staff. Children are enthusiastic and involved in discussions relating to the topic of the polar regions. Staff's skilful questioning encourages the children to recall making ice. Staff ask how it feels, 'it's cold, wet and it's changing back to water because my hands are warm and it's melting', the children explain. Children learn about different parts of the world. They discuss the north and south pole and how Eskimos live, what they wear and the igloos they live in. Children enjoy being creative with a wide range of mediums and complete observational paintings of penguins and polar bears to reflect their current topic, which they cut out and display.

Resources and activities continually encourage children to develop their understanding of other people's religions and beliefs. Children learn about cultural differences and similarities through the celebration of festivals throughout the year and they try foods. Staff involve parents, asking them about their beliefs and encouraging them to broaden their understanding of their culture.

Children's understanding of mathematical concepts are reinforced in everyday routines and activities. A wide variety of mathematical resources are provided and staff encourage their understanding of mathematical concepts. They recognise numerals up to 20 and count in rote to reflect how many children are present. They measure the rainfall in the garden and use scales effectively to balance and weigh in everyday activities.

Children learn about the living world through discussion and the growing and planting of bulbs and plants. They observe the changes that take place and have watched and monitored the life cycle of a frog. Children understand the importance of caring for living things, for example, feeding the group's hamster and handling her carefully outside of her cage. They understand she needs fresh food and water and the need not to scare her by banging her cage. Children have daily opportunities to access technology, older, more confident children access various programmes which take account of the children's differing abilities. Children help their peers and support those who are less confident.

Children have good opportunities to develop their physical skills using a variety of resources such as bikes and wheeled toys, balancing bars which are available everyday, the parachute and balls, bean bags and stilts. Children enjoy planned and spontaneous music and movement activities and confidently use a variety of instruments. However, at times the spontaneous activities do not challenge the children appropriately and their interest is not maintained. Children learn about healthy eating through topics, activities and the use of their snack bar. They discuss changes to their bodies after exercising and the need to have a drink when hot to help their bodies stay hydrated.

Children are involved in making 3D models and use materials such as paints, crayons, glue and sequins to make their pictures and designs. The role play area is used well and is changed periodically. It has been a vets, shop, home and restaurant which encourages them to recall events that have happened at home and extend their language through play.

Helping children make a positive contribution

The provision is good.

Children are welcomed into the setting and treated as individuals as their needs are well known and respected. Children learn about each other's similarities and differences through a good range of resources such as books, puzzles, role-play equipment and dressing-up clothes which reflect positive images of society and the wider world. They learn about cultural differences through the celebration of festivals during the year and have the opportunity to try foods from various countries and gain an understanding of abilities and needs through resources. A detailed policy is in place regarding learning difficulties and/or disabilities and children's individual needs are discussed with parents in detail. Any special requirements or information are discussed and consistent communication and information exchange takes place. Specific needs of children are recognised and met sensitively. Therefore, children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Strong relationships have been developed between parents and staff and a detailed prospectus is shared with parents to ensure they are fully informed of the service and care provided. Good communication both verbally and in written form ensures parents are aware of and involved in their child's progress and achievements. They are invited to comment on their child's profile which is shared with them before being passed on to school. Parents are encouraged to become involved in their child's learning through the information they receive in newsletters and through displays.

Behaviour is good. Staff are very good role models. They are calm, caring and courteous with the children who respond excellently to any requests made of them. Staff encourage children to share, take turns and be kind to their friends. Children respond well to their peers and help each other with tasks during the day, for example, if they need help when on the computer and when tidying away the toys which supports the development of children's self-esteem.

Organisation

The organisation is good.

Children enter a clean, inviting environment where staff make good use of the space available to them. Children are very confident in the daily routine and are motivated to select activities independently. They enjoy the flexibility and freedom to access the outdoor classroom and understand the need to take turns with their peers. All required policies and procedures are provided which inform parents of the care provided.

Clear recruitment and selection procedures are in place and appraisals are programmed to take place. Staff demonstrated a commitment to develop their own knowledge and skills through ongoing training. Overall children's needs are met.

Leadership and management is good. Consistent recruitment and selection procedures are in place for staff and their knowledge and understanding of legislation and good practice is enhanced through training, weekly team meetings and working alongside other professionals. The manager has a sound knowledge of the Foundation Stage and plans a fulfilling and varied curriculum which enables children to reach their full potential. She works closely with the mentor teacher from the local authority to enhance her knowledge of the Foundation Stage of learning.

Improvements since the last inspection

At the last inspection the setting was asked to ensure the special needs policy includes children with disabilities. The policy has since been reviewed and now contains up to date information with regard to disabilities. Staff are fully conversant with the policy.

At the last funded education inspection the setting was asked to provide more opportunity for children to choose and select resources for themselves. All resources are stored at child height and in labelled boxes. Children are encouraged to choose resources each day as part of the routine and children ask staff for specific resources they wish to play with, therefore, their independence is encouraged.

They were also asked to provide regular opportunities for children to climb and balance through a range of equipment. Balancing bars are available at all times throughout the session and children use these frequently. They access stilts and climbing equipment which enables balance and their ability to climb through, over and under. Therefore, these abilities are continually enhanced and encouraged.

Complaints since the last inspection

Since registration, 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 have procedures for dealing with concerns and complaints from parents and to keep a record of complaints and their outcome.

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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 risk assessments include the use of drawing pins.

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 opportunities for children to explore music and movement further in spontaneous activities.

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