

St. Anne's Club Pre-School

Inspection report for early years provision

Unique Reference Number	EY232713
Inspection date	31 October 2007
Inspector	Julie Mary Preston
Setting Address	St. Anne's School -Church Hall, Lynton Avenue Weeping Cross, Stafford, Staffs, ST17 0EA
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Registered person	The Trustees of St. Anne's Club
Type of inspection	Integrated
Type of care	Full day care, Out of School 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. Anne's Club Pre-School and out of school club opened in 2002 and operates from St. Anne's church hall in Weeping Cross, Stafford. A maximum of 48 children may attend at any one time. The pre-school is open on a Tuesday, Wednesday and Friday each week during term time. Opening hours are from 09:00 until 15:00. Sessions are from 09:00 until 11:30 and 12:30 until 15:00. Children are also able to attend the lunchtime session from 11:30 until 12:30. The out of school club operates from 07:30 until 08:45 and 15:15 until 18:00 during term time. There is access to an enclosed outdoor play area.

There are currently 47 children aged from two years to under five years and 63 children aged five to eight years on roll. Of these, three children receive funding for nursery education. The pre-school is able to support children with special needs.

The playgroup and out of school club employ 13 members of staff. Of these, 10 hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The registered person and her staff teams have a good awareness of appropriate health and hygiene practices, guidelines and procedures that are implemented in order to prevent cross-infection and keep children healthy. For example, a written health and safety policy and a policy for supervising toilet etiquette are in place and implemented by staff. Children are encouraged to learn about good hygiene practices. For example, children are encouraged to wash their hands before and after meals and snacks, and after using the toilet with posters that encourage good hygiene practices. The environment, toys and equipment are clean and well maintained. A range of records and procedures are implemented for sickness, accidents, medication and emergency treatment. For example, written policies which are in place for medication and sick children are implemented and a number of staff hold a current first aid certificate. However, medication records do not include parental signatures to acknowledge awareness of the entry after administration. This compromises clarity of records and means that there is a potential for parents not to be aware of exact times that medication was administered.

Those responsible for food handling have a good awareness of, and comply with, regulations relating to food safety and hygiene because they have attended appropriate training, keep up-to-date with current legislation and implement appropriate practices, in line with regulations. This ensures food is hygienically stored, prepared, cooked and served to children who attend. Children's dietary needs are suitably met and children are not hungry or thirsty. Staff encourage children to have a healthy balanced diet by providing them with a healthy range of drinks and snacks. For example, within both groups children have toast or fruit for snacks and have a range of drinks, such as, water, milk or squash. Any allergies or preferences are addressed by meeting the individual needs of children who attend. Children have suitable opportunities to be active both inside and outside, with some opportunities for rest or sleep available.

Children's emotional well-being and stability is suitably fostered as staff offer appropriate support and comfort. Children thrive knowing that they are individuals, well cared for, and are developing caring relationships. They are encouraged to express their feelings in a safe environment. For example, children have identified key workers, are encouraged to bring in their comforters from home, with good relationships evident. Children's personal care needs are met as nappy changing and toilet training arrangements reflect good hygiene policies and procedures.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, welcoming and child-friendly environment with adequate space available. This is clean and well maintained and provides a safe environment for children to play and learn. For example, rooms used by the groups are maintained at an adequate temperature with appropriate heating and ventilation; a warm greeting is provided for parents and children who attend and an inviting environment provided. However, opportunities for rest and sleep are not freely accessible to allow children who wish to relax, play quietly or sleep independently. Children have access to a wide range of age-appropriate toys and equipment within each group that are clean and safe to use. For example, staff ensure suitable and safe

equipment by purchasing toys and equipment from reputable retailers and undertaking visual safety checks as toys are put out and away each day, and when toys and equipment are cleaned.

Staff within each group promote children's safety within the setting and when on outings. For example, risk assessments are completed alongside daily safety checks and additional staff and parent helpers support children on outings. Children learn to keep themselves safe as staff discuss any potential hazards with them and share how they can avoid getting hurt or hurting others through discussion. Appropriate fire safety precautions are in place and regular fire evacuation drills undertaken. Staff working in both groups have a good understanding of child protection and the procedures to follow if they have any concerns about a child in their care. For example, all staff have attended child protection training and are well aware of the signs of abuse to be vigilant for.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and show enjoyment of their time within the playgroup and out of school club. For example, children eagerly participate in music and movement sessions, enjoy playing board games together and enjoy participating in registration activities undertaken. Children are secure as positive relationships are evident with their key workers and other staff within the groups, as well as with their peers. Children are encouraged to relate well to each other by staff encouraging turn taking, playing together and having respect for each other. A wide range of activities and experiences are provided for children to promote development in all aspects of their learning and development that maintain children's interest and enjoyment. Staff take time to listen and value what children say, extending their learning and development through discussion and questioning. Children make choices and are involved in decision making by staff, such as, deciding which activity they wish to participate in next and deciding what drink they would like at snack time. Opportunities to explore and investigate include activities, such as, creative activities, cooking and sensory activities. Children form good relationships with other children and adults. They work as part of a group, take turns, share and work harmoniously as part of a small or large group.

Staff encourage children to be confident, independent and to develop self-esteem, for example, by offering children praise and encouragement for their achievements and by providing a range of stickers as rewards. Staff ensure children's individual needs are well met by seeking information from parents on admission and by undertaking regular observations and assessments of children. A balanced range of activities is available that includes opportunities for active play and quiet times within free choice and planned activities provided. Children's comforters are recognised as important and children are valued and appreciated by the staff. Young children play, have fun, sing and laugh with adults who get down to their level, enjoying their attentiveness and company. Each child is valued and celebrated by making routines such as toileting personal.

Early education

The quality of teaching and learning is good. Staff have a detailed knowledge and understanding of the Foundation Stage that is reflected within plans, opportunities and activities provided. For example, activities and experiences provided reflect the community children come from and the wider world, as well as being interesting for children, enabling them to be focused and to persist with activities for some time. Staff continually support and extend children's learning in positive ways through activities, discussions and individual attitudes that provide methods

to support children to achieve as much as they can. Although currently no children with learning difficulties and/or disabilities attend the group, the group has appropriate systems in place if required. Staff manage children's behaviour well, implementing a variety of methods to encourage good behaviour. Planning and assessment records provide links to the stepping stones, with plans encouraging children to make progress towards the early learning goals.

Children are interested, excited and motivated to learn. They are confident, share ideas and speak in a familiar group. For example, children happily share experiences they have had with their families at home with playgroup staff and their friends. Children respond to significant experiences, showing a range of feelings where appropriate, such as, when staff arrive for the day providing them with a warm greeting and showing pleasure that they are here with them. Children have a developing awareness of their own needs, views and feelings and are sensitive to those of others. They have a developing respect for their own cultures and beliefs and are developing an understanding of those of other people through the range of activities and experiences provided. For example, children find out things about specific celebrations by listening to stories, learning songs and participating in activities. Children form good relationships with other children and adults, working well as part of a group, taking turns and sharing. Staff encourage children to be independent and be responsible for their own personal care needs. For example, self-selecting activities and attending to their own toileting needs. Children enjoy chatting with staff and each other, they speak clearly and show awareness of the listener. They listen and respond with enjoyment to stories, songs and rhymes, making up their own stories within role play and enjoying exploring the sounds of letters within phonic activities. Children understand that print carries meaning and is read from left to right. They explore a range of words and texts, knowing how to use books for enjoyment. Children attempt writing for a variety of purposes, with many children writing their own names clearly with correctly formed letters as labels on their work.

Children investigate objects and materials, using all their senses; they find out about and identify features of living things, objects and events they observe. They look closely at similarities, differences, patterns and change. For example, children enjoy feeling, smelling and tasting a variety of different herbs within planned activities. Children build and construct with a wide range of objects, they select appropriate resources and tools to shape, assemble and join materials. For example, children enjoy making collages and using the construction toys. Children know about the uses of everyday technology and use information, communication technology, and programmable toys to support their learning. For example, they use the playgroup computers and electronic toys to extend learning. Children find out about past and present events in their own lives and those of their families and other people they know through planned activities and discussions undertaken. Children observe, find out about and identify features in the place they live and the natural world. They find out about their environment and talk about those features they see. For example, children find out about a range of living things, discussing information about them, such as, when making spiders children were asked what they thought spiders had for their tea. Children say and use numbers in familiar contexts; they count reliably up to 10 everyday objects and beyond. They recognise numerals, and use developing mathematical ideas to solve problems. For example, staff counted with children how many children were here today, then counted how many were boys and how many were girls. Children use numbers for calculating and use language to describe and compare shape, position, size and quantity. They talk about, recognise and recreate simple patterns and they use developing mathematical ideas and methods to solve practical problems.

Children move confidently, imaginatively and safely exhibiting control and co-ordination. They have opportunities to travel around, under, over and through climbing equipment. They show

an awareness of space, themselves and others as they enjoy music and movement sessions and physical play sessions. Children develop an understanding of the importance of staying healthy and begin to recognise the changes that happen to their bodies when they are active. For example, children are aware that they are tired after participating in a music and movement session. Children use a range of small and large equipment, such as, construction toys and outdoor play equipment. They handle a range of tools, objects, construction and malleable materials safely and with increasing control, identifying a variety of shapes, textures and forms. For example, children enjoy discovering and creating when undertaking sand play, dough, and sensory activities. Children recognise and explore how sounds can be changed and sing simple songs from memory. They recognise repeated sounds, sound patterns and match movements to music, for example, within music and movement, during instrument sessions and when singing songs and rhymes. Children use their imagination within art and craft, music and movement, role play and stories. For example, children have opportunities to use the role play area and to create their own pictures within free painting activities available. Children respond in a variety of ways to what they see, hear, smell, taste, touch and feel. They express and communicate their ideas, thoughts and feelings by using a widening range of materials, tools, imaginative play, movement, songs and musical instruments.

Helping children make a positive contribution

The provision is good.

The staff within both groups actively promote equality of opportunity within activities and access, with children being valued and respected as individuals. They provide children with opportunities to expand their own knowledge and understanding of equality, diversity and the wider society through the good range of activities, resources and experiences that they provide. For example, during activities, listening to stories and learning new songs that relate to a specific festival, such as, Halloween where staff and children enjoyed dressing up and participating in the range of activities and experiences on offer. There are currently no children with any learning difficulties and/or disabilities who attend the groups. However, appropriate systems have been identified and policies devised in order to enable them to identify any individual needs and offer appropriate support, if a child is identified or begins to attend, that will promote inclusion.

Children behave well and staff manage a range of children's behaviour in a way that promotes their welfare and development in partnership with the child's parents. For example, a written behaviour management policy is in place and shared with parents, detailing the tactics staff will use to modify children's behaviour. Staff encourage children to share and take turns, providing children with lots of praise for achievements. Children benefit from effective partnerships staff have developed with parents that enables them to meet the needs of children both individually and as a group. Staff work with new children and parents gradually settling them into their new environment. Information is shared with parents regarding the groups' policies, procedures, activities and specific events to keep parents well informed about the groups and activities that their children participate in. For example, policies are displayed on the groups' notice board, monthly newsletters are distributed and daily verbal discussions undertaken.

The partnership with parents and carers in receipt of funding for early education is satisfactory. Parents are provided with information about the groups' policies and procedures when they join the group that includes information about the Foundation Stage. To supplement this, monthly newsletters provide information about topics children will be covering, the activity plans and suggestions of activities that they can do at home with their children to extend individual learning. Daily verbal discussions are undertaken to share individual children's activities

and achievements with their key workers. Assessment records and observations of children are completed by individual key workers to monitor children's progress towards the early learning goals. However, this information is not routinely shared with parents to keep them well informed of children's development and progress through the stepping stones. This means there are missed opportunities for parents to be made aware of how their child is progressing in relation to their starting point. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The registered person ensures a continually suitable and appropriately qualified staff team is in place within each group by undertaking appropriate recruitment, vetting and induction procedures. Yearly reviews of staff are undertaken to assess any changes and to positively develop individual staff to enable them to meet their maximum potential. For example, staff are keen to further develop their practice by attending regular training. The group has a consistent staff team that allows continuity of care for children who attend. There is a good level of qualified staff within both groups and a member of staff with a first aid qualification is present within each group at all times. There are appropriate systems in place to record attendance for staff, children and visitors and adult to child ratios are maintained at all times. The groups are well organised to meet the needs of the children. Good support is given to children by staff through the key worker system which is also used to liaise with parents. Staff are caring and attentive to children, offering comfort and individual attention when required.

Management and staff work well together as part of a team with the management actively valuing their staff's input, which is evident in the very low turnover of staff. A wide range of written policies and procedures are used effectively to promote the welfare, care and learning of children, such as, the written pledge to parents, the equal opportunities policy and the sickness policy. Policies and procedures are shared with parents to keep them well informed regarding the groups' practice. This contributes to continuity in the children's care. All required documentation is in place, stored securely and available for inspection, with most accurately completed. Overall, the provision meets the needs of the children for whom it provides.

Leadership and management of the setting for children receiving funding for early education is good. Staff are well managed and there are effective systems in place to provide clear direction and support. For example, staff reviews and regular staff meetings are undertaken. The manager and registered person have a clear vision for the nursery with a strong focus on the personal development and achievement of all children. For example, by seeking views of parents and encouraging staff to continually update their practice by attending training. Staff implement effective teaching methods to ensure the continued development and progression of children. They receive guidance and support from the early years team to ensure that their educational provision is delivered appropriately to help ensure the provision meets the needs of everyone who attends.

Improvements since the last inspection

At the last care inspection the groups agreed to ensure that all records relating to day care activities are available for inspection at all times and the confidentiality of accident and children's records is maintained; to ensure that the grouping of children is appropriate at all times to meet their individual needs; and to improve registration arrangements to show when visitors are present. In order to address these recommendations the group managers bring in all records daily to ensure they are available within each group during operation and to maintain

confidentiality; key worker groups have been identified and smaller grouping is used for activities such as stories, using the computer and developing reading skills; a visitors log is now provided to record details of visitors present.

This is the first education inspection so there are no previous key issues to be addressed.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection 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.

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 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):

- update medication records to include parental signatures to acknowledge awareness of all entries
- ensure provision is made for children who wish to relax, play quietly or sleep, equipped with appropriate furniture.

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):

- increase opportunities to share assessment records with parents.

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