

Friary Pre-School

Inspection report for early years provision

Unique Reference Number	113493
Inspection date	27 November 2007
Inspector	Jill Steer / Bridget Richardson
Setting Address	St. Francis of Assisi Catholic School, Southgate Drive, Crawley, West Sussex, RH10 6HD
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Registered person	Tony Barry
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?

Friary Pre-school is run by the Arundel Diocese. It was registered in 1989 and operates from St Francis of Assisi School in Crawley. The Pre-School is open each weekday from 09.00 to 11.45 and from 13.00 to 15.30 during term times. All children share access to a secure enclosed outdoor play area.

There are currently 60 children aged from two to under five years on roll. Of these 45 children receive funding for early education. Children attend from the local area. The pre-school currently supports a number of children with learning difficulties.

The pre-school employs eight members of staff. Of these, seven hold appropriate early years qualifications and one member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Staff have a cleaning rota for the setting which helps ensure all areas used by children are well maintained. Staff ensure tables are cleaned with an anti bacterial agent before and after use and check areas throughout the session to ensure clean and suitable for children to use.

Generally, children learn how to follow suitable hygiene procedures. Staff ensure tissues are easily accessible to children and remind them to use them and dispose of them directly after use in a lidded bin promoting positive hygiene practices.

Children have easy access to sinks to wash their hands in running water. However, staff place bowls in the sink and fill with water which children share. Individual paper towels are accessible to children throughout the majority of the session, however at snack time this is replaced with two towels which all the children use. These both mean the risk of cross infection is not at all times sufficiently minimised.

All staff hold a current first aid certificate and a high ratio of staff have undertaken specific training on administering medication to ensure that they can meet each child's individual needs. Parents give prior written consent to administer medication which ensures children receive the correct dosage according to their needs.

Children receive a range of healthy snacks which are supplied by the parents and which help them to develop healthy eating practices. Milk and water are offered to children at snack time. Children are able to choose and pour own drinks. However, fresh drinking water is not accessible to children at all times to help themselves from. This limits opportunities for children to think about their own personal needs. Staff gather all relevant information regarding diet and medical history. This ensures children's individual dietary and medical needs are met.

Children have daily opportunities to enjoy active play and they move confidently outside, using large equipment such as cars and trikes, pedalling around the playground at speed. Whatever the weather, they are encouraged to venture outside suitably dressed, whether wearing hats and gloves or sun cream, the children demonstrate real pleasure in outdoor play. They use tools with skill as they learn, with support from staff, to hold the scissors correctly in order to cut paper for sticking.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have easy access to a wide range of toys and resources appropriate for their age, which are generally organised suitably. They are able to move around the in and outdoor area freely for the majority of the session and are able to concentrate on self-chosen activities for suitable lengths of time. Some children's work and positive images are displayed around the setting. Coat pegs are at child height and children are able to access all areas of the setting independently. This helps to give children a sense of belonging.

The security of the setting needs to continue to improve, to ensure that children are not able to leave the premises at anytime without a suitable adult. However, clear procedures are in place for the safe arrival and departure of children. Staff are deployed suitably throughout the session to help ensure children's safety. Regular fire drills help children become familiar with the procedures so they learn how to leave the premises quickly and safely. The setting has

access to two outdoor play areas, which are both fully enclosed and checked by staff before children play.

Staff have an understanding of the signs and symptoms of abuse and know what action to take if they have concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are generally able to move freely around the in and outdoor areas throughout the majority of the session. This helps to ensure children can choose activities that they wish to complete and become independent learners.

Children are able to concentrate for suitable lengths of time on chosen activities. They are able to play co-operatively with one another, seek out others to play with and are supervised appropriately by staff; for example, children outside in a play boat supervised by staff member. Each child had a magnetic fishing rod and tried to collect as many items around the boat as they could. These included fish, magnetic letters and numbers. A staff member encouraged the children's imagination talking with them about what they could see from the boat and about the sea condition. She competently listened to what children had to say and asked them open questions, for example, a child secured a letter on the fishing rod. The staff member congratulated the child on the achievement promoting confidence and self-esteem and continued by asking the child open questions about the catch to promote and encourage development.

Nursery Education

The quality of teaching and learning is satisfactory. Basic planning provides children with an interesting range of experiences across the six areas of learning. However, staff record few observations to help identify children's individual stages of learning and help to plan activities to ensure they make suitable progress through the stepping stones. Children enjoy participating in themed activities which are well planned and presented with positive learning intentions.

Children are becoming confident learners as they move between and readily ask to join in the activities. They confidently approach staff to talk to them and ask for help when needed, although they are encouraged to manage independently at many tasks such as toileting and hand washing.

Children handle books carefully, turning the pages correctly from front to back, showing interest and familiarity in their content. Some opportunities exist for children to practise mark making during planned activities. However, opportunities to practise making marks independently are few, which inhibits their natural progression towards writing. Children are confident speakers and use language for thinking as they engage in conversation with adults and each other. Children see and identify words around the setting such as their names and some can identify the sound of the letters.

Children count confidently in a variety of situations during everyday activities; for example, they count sufficient chairs for each child and select numbered boxes which contain animal puppets and are linked to number rhymes and songs which they greatly enjoy singing.

Helping children make a positive contribution

The provision is satisfactory.

Children have some opportunities to celebrate range of festivals. Parents from different cultures are invited in to the setting to talk about the festivals they celebrate throughout the year and to try different foods from various cultures. This helps to give all families a sense of belonging and helps children to learn about themselves, each other and the world around them. Spiritual, moral, social and cultural development is fostered. Staff offer suitable support for children with special needs. Close liaison with parents and outside agencies helps to ensure all children's needs are planned for and met.

Children behave well. They are able to share toys together and play co-operatively with each other. They generally understand the boundaries of the setting. Staff are well deployed to help ensure children are appropriately supervised at all times. Staff act as positive role models to children and encourage positive behaviour throughout the session giving clear explanations; for example, at snack time encouraging children to sit down to eat their snack, to say please and thank you and to share the jugs of milk and water with other children on the table.

Partnership with parents is satisfactory. Staff gather all relevant information before children are placed in the setting and some information on children's likes and dislikes. They offer an information evening for new children and their parents where staff are available to talk with parents and the children to help the children to have a sense of belonging when they start and to give parents the opportunity to get to know the staff, and therefore start to build up a positive relationship. Some systems are in place for staff and parents to share information about children's individual progress. However, some parents were not aware of the development records held on their child and on how to access them and parents receive little information about the planning to enable them to actively participate in their children's learning. All children are valued as individuals and their needs are understood using the information gathered from parents.

Organisation

The organisation is satisfactory.

Leadership and management is satisfactory. The person in charge has a relevant qualification for the role and a high ratio of staff hold relevant qualifications or are undertaking training to enhance the setting's practice. However, no formal appraisal system has been introduced to date, which may mean opportunities for ensuring professional development in appropriate areas are not being encouraged. There are clear recruitment procedures in place to ensure all checks are made on new staff to ensure their suitability for the role. Induction training ensures staff and students understand the policies and procedures so that they can contribute to the welfare and safety of the children. Suitable contingency plans are in place to cover staff leave to ensure children always have suitable supervision.

Generally, all documentation required for the safe and effective management of the setting is in place. However, some policies and procedures are in the process of being updated to ensure they are in line with current legislation. The premises layouts is suitably organised and children are able to move within the outside and indoor play for the majority of the session. This gives children opportunities to be independent learners. However, there are weaknesses in the pre-schools practice which impact on children's well-being and safety. Procedures to continue to improve the security of the setting to ensure children cannot leave unsupervised at anytime

and hand washing procedures to help minimise the risk of cross infection of children at this time.

Leadership and Management is satisfactory. There is a commitment to develop the provision and the management have clear aims for the future. Staff are competent within their roles and have a satisfactory knowledge of the Foundation Stage and how to use it in practice to support children's development. However, they do not regularly record children's progress to plan their future development. Staff are supported in their work and encouraged to develop as a strong team. Parents are kept up to date about their child's progress through daily contacts with staff but receive little information about the weekly planning. The range and quality of activities provided for children ensures they make steady progress.. The provider meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last inspection, two recommendations were set to ensure public liability insurance is in place and that the premises are secure so that children cannot leave unsupervised.

Public liability insurance is in place and clearly displayed on the notice board and some provision has been made to ensure that children cannot leave the premises unsupervised. However, this requires further improvement to ensure security of the premises is maintained at all times.

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):

- develop hand washing procedures to minimise the risk of cross infection
- ensure drinking water is readily accessible to children at all times
- promote children's safety by ensuring the premises are secure at all times to prevent children from leaving unsupervised

- ensure all documentation and records required for the efficient running of the setting are in place, regularly reviewed and updated in accordance with the latest guidance.

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 the opportunities in everyday situations to enable children to practise their mark making skills
- ensure that arrangements are effective for observing, assessing and tracking each child's interests, learning styles and progress against the stepping stones, and ensure these link directly with planning to provide challenging activities and experiences to continue their learning effectively
- improve information shared with parents about their child's progress and achievements, and about how the educational activities are promoting further progress towards the early learning goals

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