

# St George's Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	135387
<b>Inspection date</b>	16 January 2008
<b>Inspector</b>	Carolyn Mary Hasler
<b>Setting Address</b>	St. Georges Church Hall, 710 Hertford Road, Enfield, Middlesex, EN3 6NR
<b>Telephone number</b>	(M) 0793 1983 281
<b>E-mail</b>	
<b>Registered person</b>	Lynne Forty
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good.

### WHAT SORT OF SETTING IS IT?

St Georges Pre School has been registered since 1999. The group is accommodated in the Church Hall adjacent to St George's Church. The Pre School serves the local area.

There are currently 60 children from two to five years attending. This includes 43 funded three and four year olds. Children attend for a variety of sessions. The setting currently supports children with special needs, and who speak English as an additional language. The children who attend the group live locally and reflect the social, cultural and economic diversity of the area.

The group opens five days a week during school term times. Sessions are from 09.15 until 11.45. and 12.45 until 15:00.

Seven staff work with the children. All the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP). In January 2004 the group was awarded an accreditation from the Pre School Learning alliance for the standard of care and education offered to the children.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are learning how to lead healthy lifestyles. Although they are always accompanied to the toilets, their privacy and independence is sufficiently encouraged. While there are facilities available for nappy changing, most children go to the toilet and wash their hands independently with the aid of steps, potties and child size toilets. These areas are well stocked and children are learning to wash their hands with liquid soap and dry them on paper towels. In addition the staff provide children with a bowl of warm soapy water in the hall, to wash their hands before snack time. They are learning to use tissues and dispose of these appropriately. Consequently children are building good personal hygiene habits. Staff ensure that the premises are clean and well maintained, tables are disinfected before children sit down to eat their snack, toys and play equipment are washed termly and in the summer children become involved in this process. The hall is maintained by the caretaker, toilets are cleaned daily by staff. The careful control of hygiene minimises the risk of cross contamination and helps to reduce illness and the spread of infections. Children who become sick or injured are cared for appropriately, most members of staff have current first aid certificates, the first aid kit is easily accessible and staff demonstrate a confident understanding of how to follow emergency procedures. Documentation and record keeping is effectively monitored. Consequently children's health is safeguarded.

Children have access to fresh drinking water each day which they can help themselves to. This ensures that they do not become dehydrated. A variety of fresh fruit and biscuits which children help themselves to ensures that they are offered healthy choices. The pre school collects information on children's dietary needs.

Children have access to physical play each day. The pre school plans for and includes time for them to stretch muscles and play more actively. They have regular opportunities to build large motor skills such as riding scooters and trikes which most use with confidence. Large apparatus such as the slide encourages children's balance. The use of bats and varying sized balls allows children to learn skills such as throwing and catching, rolling and bouncing. Most physical play offers children opportunities to be aware of their bodies and improves their co ordination. The use of tools such as scissors, cutters, writing materials and rulers help them to build skills in fine muscle and hand eye co-ordination.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are welcomed into the setting upon their arrival by staff who are warm and friendly. They have access to a spacious hall which staff have made inviting by providing them with a wide variety of interesting and colourful equipment and child friendly posters on the walls. Clear division of the hall into sections helps them locate particular equipment such as the book corner, role play and computer areas. The use of child size furniture and rugs on the floors, provides them with comfort while they play. In addition they have use of a room located on the first floor for small group work. Children have access to natural light from large windows which can be opened on hot days to allow ventilation. The temperature is comfortable and conducive to playing and learning. Easy access to toilets which are located close to the hall and first floor room, ensures their comfort. The pre school group have a very small outside area which they can use in suitable weather.

Toys, furniture and nursery equipment is age and ability appropriate, of good quality and suitable for its purpose ensuring that children can play safely.

Children are learning how to play safely. Clear messages of safety and explanations from staff members helps them take care of themselves and also of others. For example, they are learning to hold onto the rail when climbing the stairs, not to run in the hall and to line up behind the white line when using the slide. The hall is secure. Visitors and parents are required to make themselves known before gaining entry and children are accompanied to the toilets as part of the building is used by other organisations. All visitors are required to sign a visitors book and children are only released to known persons with the permission of parents. Risk assessments both in the hall and on equipment ensure that children have a safe environment to play in which does not inhibit risk taking. They have been learning how to evacuate the premises in an emergency. However, although the fire safety procedure is displayed, it is obstructed from view and this prevents visitors, parents and students from having a clear view of how to evacuate. Consequently there is a risk of lack of appropriate and rapid action when evacuating. The fire drill record does not provide sufficient information on how children are evacuating, time scales and any problems encountered. This compromises children's safety.

The setting has a procedure to follow in the event they have safeguarding concerns about children, which includes what happens when an allegation is made against a member of staff. However, staff are inconsistent and at times lack confidence in their delivery of their knowledge and understanding of child protection issues. This compromises children's safety.

### **Helping children achieve well and enjoy what they do**

The provision is good.

All children are building positive and secure relationships with staff and play mates, establishing friendships which are often extended beyond pre school, building confidence and self esteem. They are learning to make choices in their play as play is free-flow and allows children time to focus or change direction. They are offered opportunities to play on their own, as part of small groups or within large group activities, helping them understand how to conform to a group and building social skills. All children are offered a wide and varied choice of play experiences which are well planned in order to promote their enjoyment and motivate them. This helps them to achieve and make progress. All achievements are acknowledged and celebrated and this helps children feel special and valued as individuals.

### **Nursery Education**

The quality of teaching and learning of children who receive nursery education is good. They demonstrate a confident knowledge and understanding of the Foundation Stage, six areas of learning and how children make progress along the stepping stones. Good quality planning offers a broad range of interesting and exciting activities, thoughtful use of prompts such as shakers help children to focus and motivates them. Staff are friendly, well organised and enthusiastic, they build strong relationships and in doing this provide them with good role models to follow. Through documentation and demonstrated knowledge staff demonstrate how they establish children's starting points and build on what children already know. A confident knowledge of individual children provides evidence on how activities are adapted or extended to allow each child to meet their full potential.

Children display enthusiastic and lively attitudes to learning. They all engage in free play and particularly enjoy small group activities which are completely separate from planned large group

tasks. They are able to concentrate for short periods of time. Children have high levels of confidence and self esteem, this is because staff invest time in praising them for their contributions to discussion or for getting small tasks right. Small group activities helps them feel important and offers quieter children opportunities of sharing their thoughts and feelings. This helps them manage their own behaviour and build successful relationships with other play mates building a sense of community.

Children are building confidence in the language they use for communication, they are able to talk freely about activities which they are involved in. Their listening skills are good. The use of planned role play areas such as the travel agency, help children to use language to re-create roles. They are learning how to recognise their written name. Through routine activities such as learning the days of the week, months of the year and weather and through playing the shaker game, they have opportunities to experiment with phonics. They are learning how to link sounds and letters. The introduction to a book lending library helps them to build confidence in handling books, but also gives them the chance to sit with familiar adults to listen to and enjoy stories with. This helps them to see patterns in writing and introduces them to early reading skills. Some are writing their own names at the top of their work. They begin this progress by using their name cards to copy their names onto work. Good access to writing materials such as pens and pencils help them to achieve this through practise.

Children are learning about how numbers are used in every day life. They are learning that each day has a date and how this looks when it has been written down. Most children are counting to 15 and over, they are learning about units, tens and hundreds. During routine activities such as snack time children count how many there are at the table, how many girls and how many boys make up that number, they know how many biscuits will be needed so that each child has one biscuit. This helps children build basic skills in calculating. They have opportunities to explore two and three dimensional shapes through free play activities such as playing with construction bricks, puzzles and matching games. Project work such as planting bulbs and cress help children learn about growth, size and measure.

Children have opportunities to explore and investigate the wonders of nature through stories and planting activities, building a sense of time and place. Frequent access to programmable equipment such as calculators, phones and the computer help them build skills and confidence in the use of technology. Popular activities such as completing puzzles and building with construction, help them build skills in problem solving and encourages their dexterity, as they work out how shapes and colours or pieces fit together. Children's creativity is encouraged through free access to pens, pencils and paper, on some occasions they have access to paints and can explore colour through mixing. Planned activities such as painting and gluing often support project themes and this helps in reinforcing concepts but does not always encourage their own creativity. Singing, dancing and ring games help children to explore sound, rhyme and beat. Familiar songs help children to recognise repeated sounds and sound patterns and match movement to music. The use of role play areas and small world equipment, props, tools and materials, help children to express their own experiences creatively, responding, expressing and communicating their ideas.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. They are learning about the changes of seasons, months and days of the week. Stories such as the hungry caterpillar and activities such as growing bulbs, help children build awareness of the wonders of nature

and life cycles. This helps them to build a feeling of moral responsibility both towards nature and towards others. While at pre school they are learning important social skills, such as how to get along with others. They have opportunities to play and learn in a variety of different sized groups and this helps them to build confidence in how they relate towards others. Trusting relationships established with caring adults offers them good examples to follow when building skills in making friendships. Most children live locally to the pre school, they come from a variety of different cultural backgrounds and attending the pre school offers them the choice of meeting and befriending others who are different to themselves. The setting caters for the diverse local community and their natural curiosity and ability to make friends which are sometimes extended to outside the setting helps them build a greater understanding of how other people live their lives. The nurturing environment of the setting, which is well resourced with play equipment, posters and books, helps to promote positive images of others who are different to themselves but also images of people who have lots of similarities. This helps them to explore and investigate their thoughts and feelings. In addition, they have been learning about different festivals from both their own culture and the cultures of other people. For example, children have recently been learning about Hanukkah, Diwali, Eid, Easter and Christmas and have enjoyed taking part in activities designed to help them learn about having mutual respect for others.

The pre school provides care for children with special needs or learning difficulties, a Special Needs Coordinator has been appointed and supports staff in their assessment, and subsequent work with children. The staff work closely with both parents and other professional bodies providing children with action plans which helps them progress along the stepping stones. Staff work hard to ensure these children have a positive experience of attending pre-school. The setting has policies and procedures in place which recognises the responsibility to meet the needs of all children, making all reasonable adjustments to care arrangements in order to help them meet their full potential and to ensure that no child is disadvantaged.

Children are learning how to manage their own behaviour and this influences the behaviour of others. All are occupied and engaged in play. They relate well to their peers playing harmoniously. Developing social skills and skills in communication help them express their thoughts and feelings verbally. They are learning to share and take turns with popular pieces of equipment and talk to each other politely. They feel acknowledged when they produce work successfully or when they have behaved well; such as, helping at tidy up time, because staff use positive and enthusiastic language with them. The use of rewards such as stickers helps build their self esteem. The staff show children by example how to behave, they treat them with respect and they reflect this in the way they behave. As a result children were well behaved.

The partnership with parents and carers of children who receive nursery education is satisfactory. Parents receive appropriate information about the Foundation Stage curriculum and the six areas of learning. They have opportunities to become involved in their children's education through supporting project work and reading books with them from the book library. Children's work journals are accessible throughout the year and parents have consultations with their key worker twice a year. In addition they receive a written report about their child which comments on children's progress along their early learning goals.

Children settle more easily when relationships between parents and carers and staff are supportive. Separation is handled sensitively and children quickly form trusting relationships with staff. Parents have access to information about the service and this allows them to make informed choices about their child's care. The pre school ensures that they collect all regulated information on children to help them meet each child's individual needs. A suggestion box

offers parents opportunities to share their thoughts, daily opportunities are available for parents to share information. Parents offer positive comments about the setting and feel acknowledged and supported. Although there is a complaints procedure in place, it is not in line with changes in regulation since October 2005 and knowledge and understanding of the regulation is inconsistent. Consequently children are at risk through a lack of information available to parents.

## **Organisation**

The organisation is satisfactory.

Children's care learning and play is catered for successfully by a staff team which holds the appropriate level of childcare qualifications and offer kindness and support. A robust recruitment procedure ensures that all staff members are suitable. Most staff members are established and work well together, their duties well defined. The setting organises space and resources to meet children's needs appropriately, they encourage them to be healthy because they organise routines which help them understand and practise personal hygiene, eat well and exercise. Observant staff, reminders and explanations to children, helps them build an understanding on how to keep themselves safe and generally their safety is maintained. Children enjoy their time at the setting, they are motivated and challenged, achievements are acknowledged and celebrated. They are contributing to their own community and are building some understanding of how to respect others' feelings.

Children's care is generally underpinned by clear documentation. The setting ensures that all records are stored securely and staff understand issues of privacy and confidentiality. They ensure that children's records are maintained once they have left care arrangements.

The Leadership and Management of the setting is good. Children benefit when staff and their managers have time to plan and share information appropriate to individual children's learning programmes. The management structure has a good understanding of the Foundation Stage Curriculum and the Birth to three framework. They ensure staff training is monitored and allocated according to need. They use their local authorities training programme to support the needs of the staff team. A good understanding of day to day issues faced by their team helps the managers to support them in planning and recognising strengths and weaknesses. The team meet weekly, each member of staff has a yearly appraisal to look at areas for future development. However, the organisation of paperwork impacts on children's learning and care.

The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider agreed to develop the policy for child protection to identify the process to follow should an allegation be made against a member of staff. This has now been met. As a result children are safeguarded during the process of investigation into an allegation. In addition the provider agreed to provide a range of activities throughout the whole session. This has now been met. As a result children are engaged and enthusiastic about learning and play.

## **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.

## **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 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):

- display fire drill procedure, and record in detail how this was completed detailing any problems encountered.
- ensure the complaints procedure is in line with changes in regulation
- develop staff knowledge and understanding of child protection issues and how to safeguard children

#### **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 leadership and management skills to include better monitoring of paperwork

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](http://www.ofsted.gov.uk)