

St Barnabas Pre-School

Inspection report for early years provision

Unique Reference Number	137343
Inspection date	06 December 2007
Inspector	Linda Margaret Nicholls
Setting Address	St Barnabas Church Hall, Rushet Road, St Pauls Cray, Orpington, Kent, BR5 2PU
Telephone number	01689 821353
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Registered person	The Committee of St Barnabas Pre-school
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 Barnabas Pre-School was registered in 1980. It is managed by a voluntary committee. Registration is for a maximum of 24 children at any one time. There are 27 children on roll, of whom 24 are funded for nursery education.

The pre-school operates from a church hall in St Paul's Cray, near Orpington in the London Borough of Bromley. The children have use of an enclosed grassed and flagged outdoor play area. The pre-school is open from 09:30 to 12:15 daily during term time. There are five members of staff; two hold a Diploma in Playgroup Practice, one has an NVQ Level 2 and another holds an NVQ Level 3. Core members of the team have worked together for 14 years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are provided with daily experiences that develop their understanding of good health issues. They know to wash their hands after messy play. However, there is a risk of the transfer of infections with the use of a cloth towel at the craft area. Adults clean table tops with anti-bacterial solution. Children have access to tissues when they need one. Accident records are not recorded sequentially or confidentially. A sick child policy ensures parents are informed not to send their children if they are ill. Emergency contact numbers are held on file and parents are aware of procedures should an emergency occur. First aid certification is current.

Children make healthy choices from a range of fruits or biscuits at snack time. They are increasingly independent as they pour their own drinks of water or milk. Children are very well behaved at snack time because adults have high expectations of them. Snack time is a social event as they chat to each other and the adult who sits with them. Families are requested to provide information regarding allergies. Children learn to clean teeth for good health. They handle large and small toothbrushes and examine large sets of teeth provided by a visiting dental nurse.

Children learn the importance of physical activity through regular planned activities. They wheel buggies, scoot on scooters or pedal cars and tricycles. They bounce on the trampoline. Children mirror body movements as they sing songs and rhymes together. They develop fine manipulative skills twisting and turning their wrists to fit puzzles pieces, press keys on a musical keyboard or shake shakers. They have plenty of opportunities to use a range of mark making equipment to paint, draw, colour and to write their name.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure environment because staff follow health and safety routines covered in their induction. There is plenty of space for them to move around, explore and play freely within safe boundaries. Children are welcomed to a prepared hall where they can easily access a suitable range of toys and activities. Resources and premises are checked daily to ensure they are safe. Doors are secured and visitors details are recorded. Risks and potential hazards are identified and minimised with a recorded risk assessment that is reviewed regularly. Staff check the small secure outside play area before children play to ensure there are no safety concerns.

Children learn how to keep themselves safe through meaningful routines and good understanding of the group rules. For example, they know to pick up toys and to tidy up when they hear a musical signal. They know to walk with care between furniture and resources. They push chairs under tables when they move away so that others don't trip. Children practise fire or emergency evacuation procedures, fire safety equipment is fitted and a fire notice is displayed. Children learn about road safety throughout their play and during themed activities. Public liability insurance is current.

Children's welfare and safety is safeguarded because effective procedures are in place to inform staff and parents. All staff have attended child protection training either as separate courses or during national vocational training. Latest training was undertaken in 2006. Written

procedures demonstrate an understanding of current local authority and national requirements including what to do if an accusation is made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle successfully and play happily. They demonstrate confidence and are consistently absorbed in their play because staff provide them with a range of stimulating resources and creatively presented activities both inside the building and outside.

Children develop caring and secure relationships because staff enjoy their company, know them well and are interested in their play. Children explore rhythm and sounds as they use the musical instruments. They develop their imagination as they pedal cars or scooters or dress up as a bride or fire officers. They enthusiastically join in actions as they sing to songs such as 'Little Donkey' or 'The Jolly, Jolly, Snowman.' They know their work is valued because it is praised by staff and displayed throughout the room. Children demonstrate they care for others as they put their arms round each other as they sit in an armchair. Staff praise them constantly as they help tidy up. They make accurate and real connections with the world they know through their play. Children learn to take turns, to share and to politely talk to others. They unreservedly explore a variety of textures as they decorate Christmas trees with ribbon, glitter and cotton wool. They are given many opportunities to make marks throughout the room and to consider number through free play and daily routines.

Nursery Education

The quality of teaching and learning is good. Children are making good progress through all areas of the early years curriculum. Staff are experienced and have worked together for many years. They use their current knowledge of the six areas of learning to excite and engage children's imaginations. The provider is aware of the Birth to three matters framework. They provide creative and well-planned activities that cover all areas of learning and build on what children know. Children with learning difficulties and/or disabilities are well supported by sensitive staff who liaise with other professionals when necessary.

Children benefit from comprehensive planning that is clearly recorded both for the short term and long term. Children's records make use of individual observations that indicate next steps to learning. These in turn underpin clear assessments that are incorporated into a record of transfer when children leave. Staff discuss whole group activities at informal team meetings although the range of abilities are not recorded. Parents are not requested to identify children's achievements at home to provide a starting point to measure children's progress.

Children are self-motivated, focussed and continually engaged in activities they enjoy. Children are becoming independent learners as they engage in activities such as games of Snap or select wooden letters to complete several word puzzles at the same time. Children's speaking and listening skills are developing well. They confidently make contributions to group discussions at snack or circle time. They patiently listen to each other as they count the numbered baubles as they hang them on the tree. The laugh and competently correct the member of staff who deliberately misnames the number on the ball. Staff ask stimulating questions which encourage children to think. Children listen captivated by stories such as Laura's Star. They learn new words such as 'blazing,' 'shining,' 'drifted,' and know they use a torch to illuminate objects in the dark. Children play together in couples or in small groups. Children have plenty of opportunities to practise holding pencils and developing early writing skills. They are motivated

and proudly show their attempts to write their own name. They establish basic numerical understanding as they use number lines or count confidently when challenged by staff to add one more. For example, they count the number of children present. They repeat the day's date. Some children can recognise and link sounds to letters to spell their name or the day of the week. They know the names of shapes. One child looks into a silver disc, saying 'I can see my face in the circle.'

Children have daily opportunities to develop their physical skills. They bounce on a trampoline as someone counts their bounces. They join in parachute games and play outside in the newly completed outside play area. They learn about similarities and differences between themselves and others through projects and themes throughout the year. They work together to make soups or to decorate pizza which they eat with their parents and staff. Major annual festivals are celebrated such as Diwali, Hannukah and Christmas with activities linked to the curriculum. Children have a strong sense of belonging and their own personal history. They know the names of staff and happily ask them for items or to join them reading a book. Children draw round a reindeer stencil or create vibrant and colourful paintings, they cut, glue and stick imaginative craft works with enthusiasm. Overall, the provision plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

Helping children make a positive contribution

The provision is good.

Children are welcomed and cared for by staff who enjoy their company. They play eagerly on arrival and demonstrate a strong sense of belonging. Children learn about the similarities and differences between themselves and others through resources and planned activities reflecting simple ideas of Hannukah, Diwali and Christmas which promote positive images of diversity. Children are well behaved, learn to share and take turns. They understand the difference between right and wrong because staff provide good role models. Children are respected and valued as staff regularly praise children's achievements and good behaviour.

The partnership with parents is good. Children benefit from consistency of care because staff and parents work closely together to support their individual needs. Children's details are recorded. Parents feel staff are friendly and available at any time. Children's individual progress is identified with observations and assessments, which are built into reports and then to records of transfer when children move to school. Opportunities for parents to share and record their special knowledge of their children prior to entry to the pre-school are not taken. The provider takes positive steps to ensure that parents are kept well informed of policies and procedures. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children are at ease and settle quickly within an organised, friendly environment. They play happily with familiar staff and can access a prepared range of play opportunities. Methods to prevent the transfer of infection are uneven. Systems are in place to ensure the adults working with children are suitable to do so. The registration certificate is displayed. The method of accident recording could compromise confidentiality. The daily attendance records do not show late arrival and early departure times. Children's welfare, care and learning are promoted. Policies and procedures are reviewed and updated in a rolling programme.

The leadership and management are good. The manager ensures staff are supported in their training so that the implementation of methods to record progress are developing well. Clear observations and assessments are made reflecting the stepping stones and early learning goals of the Foundation Stage. However, children's achievements prior to entering pre-school are not sought as a starting point for assessment.

St Barnabas Pre-School 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 a recommendation to up date the complaints procedure to include the contact address and phone number for Ofsted. Parents are informed and reassured.

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):

- consider methods to ensure the spread of infection is minimised when children wash their hands after painting and messy play
- ensure the registration system identifies the times of the arrival and departure of children and ensure accident records are maintained in a sequential and confidential manner.

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):

- consider methods to record children's achievements at home so that these may be used as a starting point for assessment and to encourage parents involvement in their children's developmental play and learning.

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