

St Paul's Pre-School

Inspection report for early years provision

Unique Reference Number	137359
Inspection date	22 November 2007
Inspector	Claire Jean Douglas
Setting Address	St. Pauls Church, Crofton Road, Orpington, Kent, BR6 8JE
Telephone number	01689 862 478
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Registered person	St Pauls 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. Paul's (Crofton) Pre-school operates from three rooms, in premises belonging to the church. The group have use of an enclosed outdoor area. The pre-school is situated in a residential area of Orpington and serves the local community.

The pre-school is open term time only, between 09.30 to 12.30 Mondays to Thursdays. There are currently 38 children on roll, aged from two and a half years up to four years. At each session there is a maximum of 32 children. At present, 31 of the children on roll are funded. The nursery supports a number of children with learning difficulties and/or difficulties. There are no children attending who have English as an additional language.

There is a team of seven staff, including the manager, and five staff work at each session. An additional worker is employed on a temporary basis to provide extra cover if required. Five staff hold appropriate early years qualifications and the others are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from effective procedures and practices which meet the children's physical, nutritional and health needs. The level of adult support and guidance helps children to gain a good understanding of hygiene and become independent in their personal care, for example, when they are asked to go and wash their hands before having their snack. A member of staff is on hand to guide them if they need help.

Children are encouraged to enjoy and understand the benefits of a healthy diet. Healthy foods are discussed daily as they choose from a range of fresh fruit, pita bread or melba toasts. Children delight in having the opportunity to develop their independence, as they pour out their own water or milk from small jugs. Water is also freely available for the children in individual containers.

Children take part in regular physical activities as part of the daily routine, which contributes to a healthy lifestyle and supports their physical development. For example, children showed delight as they took part in a whole group session of music and movement, crouching down small, followed by stretching up tall, showing pleasure when staff praised their achievements, as they tip toed around quietly following the instructions from the tape. The children practise new skills as they learn to balance along a beam or climb up the climbing frame in the garden.

Younger children settle well, staff appear warm and responsive to their needs, which helps children develop secure bonds with their carers and fosters their emotional well-being. Staff are able to respond appropriately to minor injuries or accidents as there is always one member of staff with appropriate first-aid training on duty. Effective systems are in place for the confidential recording of accidents, providing an accurate account of what has occurred.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright, secure and welcoming environment. Safety precautions such as socket covers and door alarms all promote children's safety and well-being. This means they are able to move around safely and independently. Possibilities of accidental injury are identified and minimised by staff, through effective on-going risk assessments. The staff are appropriately deployed ensuring children are always well supervised, for instance, escorting children whilst they move from the hall, on to the stage, for a small group activity. Children are familiar with the evacuation procedure and the reason for this, as fire drills are regularly carried out, promoting children's safety.

Children have access to a good range of clean, safe resources and equipment suitable for their age and stage of development which means they can play safely. All toys and play resources are checked each time they are used for safety and cleanliness and appropriate action is then taken. Children are protected by staff who have competent knowledge and understanding of safeguarding children policies and procedures and give priority to children's welfare. Effective recruitment and vetting procedures are in place to ensure that children are cared for by appropriately qualified staff who are suitable to work with children. Staff work well as a team and have clear roles and responsibilities. Their understanding of child development is sound,

which helps them meet children's individual needs. Children are cared for by consistent staff that they know well.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle happily at the pre-school. They enter confidently and know the routine of putting their name card on the table and sitting down for registration. Children are beginning to form friendships with one another and they socialise well together. Children's behaviour is good, staff encourage this by praising them for their achievements. Staff plan a range of activities and play opportunities, which, help to develop children's emotional, physical, social and intellectual capabilities, using the Birth to three matters framework and the Early learning goals. Organisation of resources and deployment of staff allows the children to make choices and promote their independence. Staff engage well with the children, they are enthusiastic and get involved in the children's play. Children enjoy the activities that are provided for them.

Nursery Education

The quality of teaching and learning is good. Children make steady progress towards the early learning goals with the support of staff who have a sound understanding of the Foundation Stage and of how children develop and learn. Staff are good role models and demonstrate positive attitudes towards learning by presenting activities in an enthusiastic manner. Staff use plans to ensure that all areas of the curriculum are being covered and these are evaluated weekly with a periodic review to ensure they are providing for the children's individual needs. As a result children's learning is supported well. Children are encouraged to investigate using their senses. For example, whilst going for a winter walk around the grounds they carefully observed how the sun was melting the frost off of the grass. Children are developing pencil control as they access the resources available, however, opportunities for older children to attempt writing for different purposes, for example lists, appointment books and instructions, are limited. As a result, children's individual needs are not always met. Children are beginning to count confidently and recognise numbers that are used in the daily routine. For example, at morning registration, when a child identified that the figures two and two placed together on the date board, made the number 22. Children have opportunities to explore media and materials as they practise repeating the rhyme of their name with instruments and playing along to music. They sometimes use information and communication technology and a selection of programmable toys helping to develop their responses and hand and eye coordination.

Helping children make a positive contribution

The provision is good.

All children are welcomed and play a full part in the setting, because staff value and respect their individuality and family context for each child, including those with learning difficulties and/or disabilities. Information about children's individual needs is gathered through discussion with parents before they start. Children learn to value diversity as they play with resources which reflect the wider community, such as multicultural dressing up clothes, a doll in a wheel chair and puzzles with positive images of people from a variety of religious and ethnic backgrounds. Staff have a calm, positive approach to managing children's behaviour. This results in a relaxed atmosphere where children behave very well. The provision fosters children's spiritual, moral, social and cultural development.

The partnership with parents of children who receive nursery education is good. Parents of pre-school children are provided with information about the Foundation Stage curriculum through verbal and written communication. Information on children's attainments and progress is shared regularly with parents. All parents are made aware of the settings comprehensive policies and procedures when their child starts at the setting, however, the procedure for making a complaint, needs to be reviewed to ensure parents are aware of the regulator's address and telephone number. Positive feedback was received from parents who were asked about the care and education their child received at the setting. Parents have relaxed relationships with staff throughout the setting and find them friendly and approachable. There is an 'open door' policy which means parents can ask to see their child's developmental records at any time.

Organisation

The organisation is good.

Recruitment and vetting procedures are in place to ensure that children are cared for by appropriately qualified staff who are suitable to work with children. They work well together as a team and have clear roles and responsibilities. Staff have a sound understanding of child development which helps them meet children's individual needs. Children are cared for by consistent staff that they know well. The leadership and management of the nursery education is good. The manager is committed to development and is aware of areas which need improvement. She is open to advice and makes good use of external support for raising standards. Staff are given support to develop their skills and knowledge through on-going training. The manager and staff have a good understanding of the Birth to three framework and the Foundation Stage curriculum and know how to use them in practice to support children's development.

Required records, policies and procedures which contribute to children's health, safety and welfare are in place, however, the Child Protection procedures require updating to refer to the local safeguarding children board, (LSCB). The induction training ensures that all staff understand these policies and procedures and can refer to them when necessary. Space, staff and resources are well organised throughout the setting. There is an established daily routine that ensures children are occupied and stimulated throughout their time at the setting and the range of activities provided ensures they enjoy what they do and achieve appropriately. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last Children Act inspection, the provider was asked to compile written procedures to be followed in the event of a child not being collected and to conduct regular risk assessments. Children's safety has improved as a written procedure to follow, should, a child not be collected, is in place and thorough risk assessments take place on a regular basis which monitor any actions to be taken.

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):

- update the Child protection procedures to include the local safeguarding children board, (LSCB)
- ensure parents receive written information, informing them of the complaints procedure including the regulators address and telephone number

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):

- encourage writing for different purposes, using features of different forms such as lists, stories and instructions.

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