

# St Sebastians Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	148683
<b>Inspection date</b>	01 February 2008
<b>Inspector</b>	Lynne Elizabeth Lewington
<b>Setting Address</b>	St. Sebastians Church, Nine Mile Ride, Wokingham, Berkshire, RG40 3AT
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<b>Registered person</b>	St Sebastians Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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 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. Sebastian's Pre-school opened in 1990. It operates from a community church hall in Wokingham, Berks, adjacent to the site of St. Sebastian's Church of England Primary School. The group has the use of a large hall with a separate kitchen, toilets and storage rooms. There is an enclosed outdoor play area. The pre-school serves the local community.

The pre-school is registered to care for no more than 21 children between the ages of two and eight years. There are currently 41 children from two to five years on roll, of these, 37 are funded three and four year olds. Children attend for a variety of sessions.

The group opens five days a week during school term times. Sessions run from 09:15-15:00 on Mondays, Tuesdays, Wednesdays and Thursdays and 09:15-11:45 on Fridays.

Half the staff have early years qualifications to National Vocational Qualification Level 2 or 3. Ten part-time staff work with the children. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's good health is promoted effectively in this clean and fresh environment, where children eat healthy snacks and have good opportunities to develop their physical skills. Children enjoy nutritious snacks of oatmeal biscuits with cream cheese, grapes and cucumber followed by a drink of milk or water. They can easily access drinks of water throughout the session to quench their thirst. Lunchtimes are social occasions as children sit together with staff to enjoy the lunch they have brought from home.

Sensible routines help to prevent the spread of germs. For example children learn to clean their noses and dispose of the tissue in the bin. The tables are cleaned thoroughly before snack and lunch, ensuring a high level of cleanliness. Many children know why they wash their hands before snack and some enjoy the opportunity to clean their hands with hand cleanser. Staff talk to the children about the importance of this routine to prevent the spread of germs. Important information is gathered regarding children's dietary and health needs to ensure they are met appropriately. The majority of staff hold up to date first aid qualifications ensuring that accidents can be dealt with confidently.

Children experience very good opportunities to develop their physical skills as they undertake their play both indoors and out. Outdoors children use wheeled toys, throw and kick balls and enjoy using crates and planks to make bridges. They walk across their bridges demonstrating good co-ordination and balance. Excellent opportunities to develop fine skills are provided as the children use scissors, sellotape dispensers, cutters, paint brushes, spatulas and writing implements. Children pour water from jugs, bottles and cups in the water play and they dig enthusiastically in the sand. Threading activities and puzzles all help children to increase their hand and eye co-ordination effectively.

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

The provision is good.

Children enjoy their play in an attractive spacious indoor play environment where they can easily access their toys and activities. The spacious outdoor environment has an uneven surface and muddy areas and there are holes in the fence. Whilst good use is made of the outdoor space and children are supervised closely the condition of the area presents potential safety hazards for young children.

The setting is well equipped with age appropriate good quality toys and resources which children can access independently. Children enjoy their activities and snacks at low level tables. Careful planning ensures the layout of the room provides the children with a quiet area for looking at books and an open space for floor play in addition to the table top activities and sand and water trays.

Staff supervise the children closely to promote their safety, they talk to the children about safe behaviour, encouraging their understanding and awareness of dangers. For example, children dressing up as Batman and Spiderman are reminded not to fight because someone may get hurt and children are encouraged not to run indoors. Some children remind others of safe behaviour, demonstrating their increasing awareness. Staff are confident in the procedure to evacuate the premises and they ensure children all experience an evacuation each term. Good

procedures are in place at arrival and departure time to ensure children's safety and ensure they leave the premises safely with known adults.

Children's safety is further safeguarded by the staff's awareness of child protection issues. They demonstrate an awareness of the signs and symptoms of abuse and the action they are required to take if they have concerns.

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

The provision is good.

Children enter the setting happily and confidently, they know the familiar routine which helps them to feel secure and safe. Good care is taken to make each child feel welcome, they are greeted warmly as they arrive and encouraged to think about what they would like to do. Children enjoy a variety of play experiences in an environment where their independence is encouraged well.

Nursery education.

The quality of teaching and learning is good. Staff prepare and plan activities suitable for the children's age and developmental stage. A key worker system operates, enabling staff to monitor and record the development of a small group of children. Staff increase children's awareness of the wider world and encourage their self esteem through praise and encouragement. The quality of children's development and observational records is varied and although some provide a good record and base to plan the next steps in children's learning others do not. The majority of children benefit from the activities provided although individual additional needs do not always receive sufficient attention from all staff. Clear daily plans cover each area of learning, ensuring children have an opportunity to develop in each area of learning.

Communication and literacy is very good. Children enjoy stories, listening attentively and participating in the familiar story. They use the attractive book corner to look at books alone and with friends. Many children speak confidently in group activities, sharing their knowledge and thoughts. Children have many opportunities to make marks and use writing implements, some recognise and can write the letters of their names. Children enjoy acting out familiar stories, increasing their abilities to express themselves in front of others.

Children count in group activities and look at numbers, developing their awareness of quantity and numerals. They show increasing awareness of shape and position as they play with construction toys and use sand and water. However, some staff miss many opportunities to develop children's mathematical knowledge, for example in sorting and comparing.

Children enjoy good opportunities to develop their knowledge and understanding of the world as they use modern technology. They undertake 'Geosafari' with the help and guidance of an adult. They learn about the natural world as they look for birds using binoculars and visit a local nature spot where they examine insects, birds and trees. Each day they identify the weather as part of their registration process, developing their recognition of the significance of clouds and sunshine. Children show interest in the large mirror as they look at their own reflections and the reflection of their classmates.

Children enjoy very good opportunities to develop their creative abilities as they use sticky tape, glue, feathers, pom poms and other materials to make their own creations. They have opportunities to use paint everyday and experiment with their creations. For example a child

decided to make a hand print on a tissue, with an adult's encouragement he looked at the effect of the paint on the tissue. Children enjoy opportunities to dress up and act out life experiences and imaginary events. They enthusiastically use the home corner, co-operatively playing together to feed dolls, cook meals, or go to sleep under covers. Children build with bricks, make train tracks and construct marble runs, demonstrating increasing creativity.

Children are learning to share, take turns and consider their playmates. They talk about their families and events they have experienced, such as birthdays. They look at photographs and identify themselves and playmates at events they participate in. Children are developing increasing independence as they make choices in their play.

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

The provision is good.

Spiritual, moral, social and cultural development is fostered. Children benefit from a friendly environment where they are all made very welcome. They learn that some people speak different languages. For example, at registration children sometimes say hello in French and they can say hello in Greek. Children learn about their local community, look at maps and make visits in the locality. Children have access to activities, toys and resources which reflect a diverse society. Plans indicate they learn about traditional and cultural events. Policies for admission and employment support the setting in promoting equal opportunities. The staff work sensitively with parents and other professionals to seek further advice and address children's additional individual needs.

Behaviour is managed well. Children follow simple routines and learn to help to tidy away their playthings, ensuring items are well cared for. Many children show an increasing awareness of the effect of their actions on others. Staff set a good example to the children, talking politely to them and to each other, most staff praise and encourage children in their activities and consequently the children behave well.

Partnership with parents is good. Clear policies provide comprehensive information of the service offered. Parents speak positively about the service offered, particularly the settling in routine and the friendliness of the staff. They receive clear information about the activities planned in order that they can support children's learning at home. Parents learn about their children's progress through an annual meeting although they can seek further information at any time if they wish.

### **Organisation**

The organisation is good.

Leadership and management are good. Staff are well supported by the head teacher. They have annual appraisals and training needs are addressed appropriately if possible. Children enjoy their learning and play in the pre-school. They benefit from the interesting environment where staff greet them and make them feel welcome. Good care is taken to ensure the children play in a healthy and safe environment where they can access activities which promote their interest and development. Positive steps are taken to encourage children to develop an appropriate awareness and understanding of others and learn right from wrong.

The head teacher and her team demonstrate a good understanding of the importance of meeting the conditions of registration. All the appropriate records to meet the requirements of registration are maintained. However the current system for recording accidents does not

provide a clear record for future reference. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection three recommendations were made. These were to improve security, share child protection information with parents and provide parents with information relating to making complaints. Positive steps have been taken to make improvements, consequently improving the service offered to children and their families. Access to the outdoor area is only under close supervision and daily risk assessments help to promote the children's safety. A child protection policy is available for parents to see and a poster is clearly displayed informing parents that they can contact Ofsted regarding complaints, concerns or compliments.

### **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 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):

- improve the outdoor play area
- improve documentation relating to accident records ensuring they can be read easily

#### **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):

- ensure staff record children's development and use it to plan for individual learning experiences
- improve staff awareness of encouraging children's mathematical development

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)