

St Mary's and St Peter's Pre School

Inspection report for early years provision

Unique Reference Number	509695
Inspection date	09 October 2007
Inspector	Sylvia Dindar
Setting Address	Somerset Road, Teddington, Middlesex, TW11 8RX
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Registered person	The Trustees of St. Mary's and St. Peter's Preschool
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 Mary's and St Peter's Preschool is a sessional group located in a self contained building, with its own outdoor play area, within the grounds of St Mary's and St Peter's School C E Primary School. It has been in existence since December 1991. Whilst the nursery maintains very close links with the main school, it is owned and run by a management committee and has registered charitable status.

The Pre-school operates mornings and afternoons from Monday to Friday between 9.00am and 11.35am and in the afternoons between 12.40pm and 3.15pm, during term time. The nursery is in receipt of funding of nursery education. They accommodate 24 children per session, aged from three to five years. There are currently 39 three-year-olds and one four-year-old all of which are funded. The pre-school is able to support children with disabilities and or learning disabilities and children for whom English is a second language. They employ four experienced qualified staff who have a level 3 qualification in childcare.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well cared for in an emergency as all staff have an updated qualification in first aid. All accidents are recorded and shared with parents so that they can provide the appropriate after care for their children. Staff have secured written parental consent for emergency medical care which means that staff can act promptly in an emergency. Children are learning good hygiene routines as staff actively encourage children to wash their hands after toileting and before eating their snack. Clear pictures are displayed showing children how to wash their hands properly. A sick child policy is in place and shared with parents so that they understand that the pre-school has a responsibility to protect all children's continuing good health. Regular cleaning routines take place and most areas are kept clean, however, the timing of these means that toilets are not always kept in hygienic condition.

Children are encouraged to eat a healthy snack whilst at pre-school. An attractive café area is set up where children can help themselves to a range of fresh fruit when they are hungry. They are able to choose when they want a drink and milk and water are always available so they do not become dehydrated. Staff remind those children that forget so that they get into good routines. They explain why they need a snack and about why the fruit is good for them, so healthy eating patterns are re-enforced. The group promote to parents the importance of a healthy and balanced diet for their child. They do this by providing them with leaflets on the nutritional values of foods, displaying posters reminding them that fruit is good for you. They involve parents and use their knowledge and have developed a healthy eating recipe book which has been sold to make funds for the pre-school. Well thought out procedures are in place to ensure children eat food that is safe and appropriate for their dietary needs. Staff gather and act upon information from parents about children's individual dietary needs. These include allergies; those children with severe allergies are well cared for as clear procedures are set out and staff have training in administering adrenalin if needed so they can act in an emergency.

Children routinely go outside in all weathers so get lots of fresh air and exercise. They like being outside as it offer a range of interesting activities. They learn about their bodily needs and are reminded to put on their coats when it's cold or damp. Children enjoy building with large wooden blocks and crates which they clamber over and through; they balance and climb, developing their co-ordination and are learning about the limitations of their bodies. They ride confidently on scooters and bikes and are mindful of others. They are developing an understanding of the need for personal space as staff reminds them to find a space at circle time and consider others.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for and safe and secure in this child centred environment. Regular risk assessments contribute to the children's on going safety and well being. Children feel welcome as they are greeted warmly by staff. Children know where things are and know what is expected of them. For example, they hang their coats and bags up on the named pegs which they can easily reach. Children have access to a wide range of good quality toys and equipment which are suitable for their age and stage of development. Staff show good supervision and when children decide to climb on the furniture to reach other books stored on a high shelf, they remind the child that it's unsafe and explain to them they need to ask a member of staff for

help so that they understand the dangers. Staff prepare the environment so that children can commence their play straight away. They are able to access the toys and equipment easily as it is stored at their height and clearly labelled so children can identify what's in the boxes. Staff spend time with the children to ensure that they know how to use the equipment safely. There are sufficient resources in quantity to ensure all children can take part. The equipment is used very effectively to contribute to children's all round development.

The room is divided into areas which allows space for children to move around with ease and to access a range of exciting play opportunities as well as time for more relaxed activities and contemplation. The outside has been particularly well thought out. A double gate system which has to be controlled by staff ensures that children can not leave the premises unattended. Children are able to play out in all weathers as a canopy area offers them protection from the elements. They have an area for growing, recycling and exploration as well as an area for bike riding and climbing.

Children are safeguarded as staff are aware of the signs and symptoms of abuse and there are effective procedures in place to deal with any concerns. A child protection policy is in place and this is shared with parents so that they understand the pre-school's commitment to protect the safety and welfare of all children.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at pre-school because it is an exciting and interesting place to be. They are greeted warmly by staff who know them well and take an interest in their lives. Most children separate from their parents and carers with ease and quickly settle to play. Staff understand that at times some children find this more difficult than others and are skilful in supporting them, giving them the time and re-assurance they need. Consequently, children feel acknowledged and affirmed, and soon have the confidence to play. Children are encouraged to be independent. They are encouraged to hang up their coats and to identify their name as they self register. They are also encouraged to manage their own personal hygiene, as a result, most of them access the toilet independently. They are able to practise pouring their own drinks so they can help themselves when they are thirsty.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals because staff are knowledgeable about the early years curriculum. They plan a broad and balanced curriculum that is flexible to meet the needs of the children and allows for differentiation in their abilities and personalities. Clear evaluation and effective observations are used appropriately to change and adapt the planning to incorporate the children's interest and ideas. As a result, children are engaged in meaningful play and are beginning to show high levels of engagement in their play and are beginning to make good progress through the stepping stones.

Staff know the importance of setting a firm foundation on which children can build and grow and become independent learners. They take great care in planning children's entry into pre-school. For example, they take a staggered intake so children do not feel overpowered by big groups all struggling to settle in. In these early days staff help children to get know and understand their environment. They learn to play with each other and take turns and share and begin to make friends. Children are learning how to use some of the unfamiliar equipment and

toys, such as the computer and the timer so children are able to monitor it themselves and learn to take turns and share. This is carefully done by allowing children free play to explore and examine and discover things for themselves. Staff are skilful at providing just the right amount of instruction and intervention to progress and extend children ideas and thoughts. They ask children questions that make them think so that children can offer up their own thoughts and ideas. For example, when a child shows an interest in the wood-work bench, good staff deployment means an adult is close by for support. Children learn routines that will keep themselves and others safe. For example, children learn to put on the safety goggles and staff tell them why they must do this. As time progresses they ask children if they can remember why they must do this to ensure that children fully understand and ensure their learning is consolidated and secure.

Children are learning how to use pipettes and staff provide test tubes and trays of coloured water for the children to explore. Children are developing their hand eye co-ordinations as they try to transport the water from the tray into the test tube. Some children find that they change the colour as they mix blue and red together. During this activity staff observe and record that two children go over to the bikes and turn them over and begin to pretend to mend their bikes, oiling their wheels. Staff decide to follow the children's interest. The next day, they change the use of the play house into a garage. Children are provided with signs and price tags, so begin to understand that print carries meaning and can identify some written numbers written on the bills such as the numbers two and three. Children are provided with clipboards and pencils and practise mark making as they pretend to write on work sheets. Children become totally engrossed in this activity, riding on bikes and using the tools to take turns and mend the bikes. Children make up their imaginary scenes, for example, a child says that they are too busy and you will have to come back later, showing that the child is beginning to understand the concept of time. Another child walks around with a clipboard and talks about the jobs being done; pretending he is the manager and giving clear orders. A child explains to another child that she can't take the bike because the lady is coming to collect it. She puts a price tag on it and it falls off as she moves it. A member of staff asks her how she might be able to attach it. The child goes inside and finds the sticky tape and secures the price tag. She smiles proudly as she exclaims 'I did it!'. Throughout this activity children have shown that they are learning to work co-operatively together and using their imagination. Children mainly persevere at self chosen tasks, however, when their interest wanes, they are encouraged to continue. For example, a child is keen to build a model out of wood. The child learns new words as the staff talk to her about the vice and how to use it. When using a hacksaw the child observes the effect it has on her body and describes how her arm is getting tired and that the saw is getting hot. Staff offer help and the child accepts, they show the child how to re-engage the saw and use short movement explaining this is quicker. The child has a break and chats a while, the staff then ask her if she wants another try and she returns to the task. Supported in this way, throughout the task, the child is able to complete her model. She recognises the shape and describes it as a rectangle. She looks up to see the mobile hanging from the ceiling and explains that that is a square, showing that she is aware of different shapes. She smiles, showing a strong sense of achievement; staff praise her for her good efforts and ask her if she has done it before as she is so good at it. She smiles proudly and says 'I did it with my daddy'.

Children are developing their social skills and are beginning to engage others in their play. A range of wooden blocks, planks and wedges proves to be a valuable resource and captures children's imagination as they build towers and talk about how tall they are. They clamber over them, practising their balancing skills. Children decide to build a fire engine, they talk about what they need and are developing their idea and adapting it as they progress. They show that they have taken note and understand what is required, for example, a ladder so that they can

climb and place planks and secure it on a ramp shape. They invite the member of staff to join them. This activity is further extended as she reminds them that they may find clothes to dress up in. Children put on helmets and tabards and really take on the characters. A child finds a broom and recalls the recent flood and says he's sweeping the waters away. A member of staff comes outside and reminds children that they haven't had a snack. The other members of staff suggests that the fireman have a tea-break, explaining all fire officers have a tea break and they go inside and then back outside to continue their imaginary play. These clever interventions from staff mean that children's play has little disruption.

Children are encouraged to listen and to follow simple instructions. For example, children are reminded to find a space and sit nicely at circle time so every one can see. The clever use of soft toys in a sack captures their attention. Staff explain the leopard will be too frightened to come out if they make a noise. So children respond, there is stillness and the children smile as the leopard appears. The member of staff suggests that the children hand the leopard around and say 'hello' and whisper their own names quietly to it. Using the soft toys in this way gives even the quietest child the confidence to join in and take part. Children enjoy a story following this and staff capture their interest by asking appropriate questions and asking children to predict what happens next. As children begin to get over excited, the member of staff reminds them that they may be frightening the leopard and the children quieten down again.

Helping children make a positive contribution

The provision is good.

Children are well behaved as their individual needs are met. They learn right from wrong as staff remind them to share and take turns. Staff help children to deal with difficult situations and help them overcome their difficulties. For example, when children are screaming at each other instead of talking to each other, staff gently remind them to 'use your words' and explain 'in that way people will understand you'. Children are learning good manners and to treat each other with respect as staff are good role models.

Children's spiritual moral and social and cultural development is fostered. Staff take time to find out about children's individual home circumstances, in this way they can give good care and give children the extra care they need. Children are developing good relationships with staff who treat them with kindness and respect. Staff encourage children to work together and carefully include the quieter less confident children by giving them jobs to do and then invite other children to help. As a result, children develop in confidence. Children have opportunities to celebrate a range of festivals including those which are celebrated within their communities as well as some different from their own. For example, Harvest Festivals and Diwali. This helps children understand and familiarise them with some of the differences in society.

Clear and effective systems are in place to provide early identification and good support for those children who have learning difficulties or disabilities. A trained Special Educational Needs Co-ordinator is available to work with families and other professionals to ensure that all children get the support they need in order to reach their full potential.

The partnership with parents and carers is good. Parents receive information about the Foundation Stage of learning via the pre-school prospectus and through discussion with staff. The pre-school has an open door policy so that parents can discuss their child's development at anytime. More formal meetings are arranged throughout the year, the first one takes place shortly after children start so that staff can identify any areas of concern and ensure that their children are settling well and discuss their child's progress. The staff provide portfolios of

children's works which include photographs and pieces of their works as well as a written record of the children's progress. The notice board is used to inform parents of events, and provide interesting information such as 'why work books are not a good idea'. However, parents are not regularly provided with ideas to extend their children's learning at home. They are encouraged to be part of the pre-school either by taking an active role within the sessions and sharing their skills or joining in with social events. Parents are asked for their views and contribute their ideas on how the pre-school can be improved. Their ideas are taken seriously and where ever possible acted upon.

Organisation

The organisation is good.

The provision meets the needs of the range of children for whom it provides care. Children are well cared for because there are rigorous procedures in place to ensure that staff are fully vetted and suitable to work with children. Most staff have worked consistently with the pre-school for a long period of time offering children continuity of care. They are clear about their roles and responsibilities and work well as a team; as a result children flourish in this well organised environment. An effective staff appraisal system is in place and this is used as an opportunity to celebrate individual strengths as well as looking for areas of development. Staff have regular opportunity to attend training and meet with other professionals where they share ideas and look at ways of improving and developing their practice. As a result, staff are knowledgeable, confident and happy in their work.

A range of well thought out policies and procedures underpin the pre-school's good practice. These are regularly reviewed and shared with parents so they are kept well informed of any changes. The staff show a clear understanding of the National Standards and as a result have all documents required by regulations kept in an organised and confidential manner and comply with regulation.

The leadership and management of nursery education is good. The manager and staff show a good understanding of the early years curriculum and consequently it is implemented well in the setting. Management work alongside staff in planning and providing the educational programme. In this way, the manager is able to observe the quality of teaching and learning, she regularly checks children developmental records to ensure that they are kept up to date and that children are making progress. Staff meet regularly to talk about the children and weekly evaluations mean that they can adjust the planning to ensure it meets the individual needs of the children and maintain their interest. Consequently, children are making good progress towards the early learning goals.

Improvements since the last inspection

At the last care inspection the provider was required to develop and implement an induction procedure; they now have an effective systems in place and as a result children are receiving consistency in care. They were required to make sure parents were aware of the policies and procedures including a complaints policy; the staff now give parents an over view of the policies and procedures in their prospectus and discuss any changes with parents. Parents as a result are well informed and know where to make a complaint. They were also required to develop staff's knowledge of child protection; since the last inspection all staff have received child protection training. They fully understand the pre-school policy and as a result they are committed to safeguard children.

At the last nursery education inspection they were required to do the following; make more effective use of developmental assessment records, to inform parents and plan for children's next stage of learning. They have made a full review and as a result have changed their record keeping system. It is simple and effective and is used to inform the next stage in children's learning. All records are shared with parents so that they are fully informed of their child's development.

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:

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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):

- review the cleaning routines ensuring that toilets are regularly checked to ensure they are kept in a hygienic condition
- ensure the system for monitoring the toilets are reviewed so that toilets are kept clean

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 the partnership with parents and involve them in their children's 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