

# St Anne's Pre-School Playgroup

Inspection report for early years provision

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**Unique Reference Number** 509172

**Inspection date** 27 February 2008

**Inspector** Carol Cox

**Setting Address** Hewish & Puxton Village Hall, Maysgreen Lane, Hewish, North Somerset,  
BS24 6RT

**Telephone number** 01934 876 391

**E-mail**

**Registered person** St Annes Playgroup and Toddler Group

**Type of inspection** Integrated

**Type of care** 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

St Anne's Pre-School opened in 1992. It is run by a voluntary committee. It operates from the community hall in the village of Hewish, near Weston-super-Mare, North Somerset. It serves the local community and surrounding villages. A maximum of 24 children may attend the pre-school at any one time. The pre-school opens on Mondays and Wednesdays from 09:15 until 14:30 and on Thursday from 09:15 until 12:00, during term times only. All children share access to a large outdoor play area.

There are currently 10 children from two years nine months to under five years on roll. Of these nine children receive funding for early years education. Children attend for a variety of sessions. The setting supports children who speak English as an additional language.

The pre-school employs three staff to work with the children. Of these, two hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children benefit from a healthy environment where they enjoy regular fresh air and exercise on local walks and outside play. Children remain healthy and learn independence skills with appropriate support from staff, for example children confidently take themselves to the toilet and know they must wash their hands before eating.

Children demonstrate good skills when using small tools and equipment such as scissors, pencils and cutters. They enjoy moving in a variety of ways and confidently demonstrate good spatial awareness and coordination, for example, when pedalling bicycles in a confined area.

There are clear procedures in place to care for children if they become ill. They are protected against the spread of infection, for example, through a clear exclusion policy when children have infectious illnesses. However, the pre-school is in breach of regulations as staff do not have current paediatric first aid certificates. This was discussed at inspection and the supervisor has agreed to identify appropriate courses as soon as possible.

Children benefit from healthy and nutritious snacks and drinks and enjoy tasting different foods such as pasta salad and ugli fruits. Children bring lunch boxes to pre-school which are stored safely in cooler boxes.

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

The provision is good.

The pre-school offers a bright and safe place for children to explore and play. Staff work hard to make the environment warm and inviting and make regular checks of the hall before children arrive each day. Children are further safeguarded because the premises are secured, visitors are recorded and children are never left with people who have not been police checked. Staff ensure that the well organised range of toys and resources are regularly checked for safety and cleanliness. This means that children can freely access the wide range of toys and resources and parents are secure in the knowledge that children will be free from harm.

Children particularly benefit from outings in the community which are extremely well organised and risk assessed. There is always a high ratio of adults to children which means that children are very well supervised.

Children are protected from abuse because staff have a clear knowledge of how to recognise signs and symptoms of abuse. The child protection procedure has been updated in line with the Local Safeguarding Children Board guidelines.

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

The provision is satisfactory.

Children make generally good progress in all areas. They thrive in an environment where they are offered a wide array of activities to choose from. Staff work closely with parents to identify the care needs of each child.

### **Nursery Education**

The quality of teaching and learning for children is satisfactory. Children are making sound progress. Staff have a knowledge of the Foundation Stage curriculum and are able to support children's learning through play. Planning covers all areas of learning. Staff are able to identify and plan to meet the needs of individual children. A new system is developing to record children's achievements in learning diaries, which are used to help identify and plan for individual children's next steps in learning. Staff use their knowledge of children and their interests when planning activities.

Children enjoy a range of activities to stimulate their learning. Staff understand that children learn well through child initiated play. However, at times children are not challenged or supported appropriately to extend their learning when playing on their own. For example, when children are playing in small groups staff often only intervene to settle disputes. Children practise name recognition through routine self registration and named place cards at snack time. They use a range of different implements, such as paint, large chalks, pencils and crayons, to practise mark making. Some children are able to write their own names.

Children learn about their environment through an exciting programme of local visits. For example, they travel by public transport to local museums, parks and beaches. They enjoy finding out about the lives of others through visiting speakers such as police officers. Children learn to count in routine and play activities. For example, at snack time children counted pieces of fruit and used problem solving skills to make sure there were enough pieces for everyone.

Children are imaginative and enjoy acting out familiar scenes in their games. For example, a group of children played together happily in the home corner caring for their 'babies'. They express themselves in craft activities when they freely choose their materials and media.

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

The provision is satisfactory.

Children are happy and settled and learn to socialise. They are encouraged to consider the needs of others, for example, making sure there are enough pieces of fruit for everyone at snack time. Members of staff encourage children to learn about the lives and beliefs of others. For example, children celebrate festivals from their own community and those of others. However, there are few resources to portray positive images of people with disabilities. There is a behaviour management policy in place and children generally behave well and share their games. However, children are not always given clear explanations why their behaviour is not acceptable. For example, children were told to leave the bikes and go and play with something else but not told why. Staff have experience of supporting children with learning difficulties and/or disabilities. There is a complaints procedure but parents are yet not sure how to contact Ofsted. A complaints log records complaints made by parents and is available.

Partnerships with parents are satisfactory. Parents learn about the pre-school and their children's activities through newsletters, notice boards and informal discussions with staff. Staff share the learning profiles with parents to help illustrate how children are making progress. However, there is little clear information about how children learn and make progress within the Foundation Stage curriculum. The spiritual, moral, social and cultural development of children is fostered.

## **Organisation**

The organisation is satisfactory.

Children's safety and well-being is promoted through clear policies and procedures. Staff have relevant qualifications and attend training to update their knowledge. All documentation is in place and stored securely. Most records are shared in confidence with parents, however, records of concerns have not yet been shared. Children are supported by high ratios of adults to children.

Leadership and management is satisfactory. The supervisor has recently achieved a level 3 qualification and all staff attend training when possible. The staff group have worked together closely for several years and clearly understand their roles. They meet regularly as a team to plan the learning programme and discuss future activities, however, there is no formal system in place to monitor the education provision. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection recommendations were raised relating to special needs and safety and actions were raised relating to policies and staff qualifications. Most of these recommendations and actions have been addressed.

An appropriate sick children policy and lost child policy have been devised to ensure children's well-being. Appropriate risk assessments have been established to ensure children's welfare is safeguarded. There are clear and effective risk assessments for outings.

The child protection procedure has been updated to include information on the Local Safeguarding Children Board and includes relevant contact details for reporting concerns. A written statement on special educational needs is in place. Parents have access to all the policies and procedures. The supervisor has achieved an appropriate early years qualification.

At the last nursery education inspection recommendations were raised relating to improving the prospectus and developing record-keeping. The prospectus has not yet been updated and parents are given brief details of the Foundation Stage curriculum.

Systems to monitor the provision have not been sufficiently established. Minutes of committee meetings are made available to keep parents informed. A system to appraise staff has been set in place and some training needs identified. Parents are able to access the policies and procedures of the setting and record when they have read them.

## **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 satisfactory.

### 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):

- ensure that at least one member of staff has a paediatric first aid certificate at each session
- share all records held about children with parents in a confidential manner
- make the complaints procedure easily available to parents including details of how to contact Ofsted

#### 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 system to plan for individual children's learning based on clear assessment records
- use adults' interactions with children to challenge and extend learning through adult led and child initiated activities
- provide clear information for parents about the Foundation Stage curriculum and how their children learn

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)