

# St Andrew's Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	113716
<b>Inspection date</b>	04 March 2008
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<b>Registered person</b>	St Andrew's Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

St Andrew's Pre-School is run by a charitable limited company. It opened in 1969 and operates from three rooms in a church community centre. It is situated in a residential area of Burgess Hill, West Sussex. A maximum of 60 children may attend at any one time. The Pre-School is open term-time each weekday morning from 09:15 to 11:45. During the summer term it also opens from 12:15 to 14:45 on Monday and Thursday and 12:15 to 14:45 on Wednesday. Children have access to two secure enclosed outdoor play areas.

There are currently 86 children from two to under five years on roll. Of these 20 four year olds and 56 three year olds receive funding for nursery education. Children mostly attend the Pre-School from the local area. The Pre-School currently supports a number of children with learning difficulties and/ or disabilities. They also support children who speak English as an additional language.

The Pre-School employs 15 staff. All of the staff, including the manager hold appropriate early years qualifications; two staff are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

Children's health is well promoted due to the staff's relevant first aid training and their effective use of documentation to appropriately record accidents and medication. Standards of cleanliness throughout the pre-school are of a high standard. Children recognise the need to follow good personal hygiene routines, such as washing their hands before eating and after using the toilet. This reduces the risk of cross-infection.

Children enjoy a wide range of healthy snacks including fresh fruit and vegetables each day which promotes their good health. Children take part in cooking and food tasting activities to help them discover a wider range of foods and what they like and dislike.

Children's independent skills are developing very well as they are beginning to learn how to pour their own drink from the jugs of water or milk available. Children also learn about healthy eating as the staff talk about what foods are good for you and children say 'fruit and vegetables help you to grow and be healthy'. Children and staff sit together for snacks. Children benefit from the social opportunities and begin to form friendships as they talk to each other. The children feel comfortable and are relaxed. Children can access drinks from a water dispenser throughout the session.

The outside play areas offer children very good opportunities to experience physical play throughout the session. They make good progress in their physical development as they climb, balance or steer wheeled toys around obstacles. Children practise their throwing and catching skills and coordination with egg and spoon and playing football. Children use balancing beams independently and have good co-ordination skills.

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

The provision is outstanding.

Children arrive happily and settled, they benefit from playing in a spacious very well organised environment. This allows them to move around and play safely. They have easy and safe access to an excellent range of toys and resources appropriate for their age.

Space is used effectively to allow children opportunities to be active, engage in floor and table activities and to enjoy time to relax and share books in a comfortable environment.

The outdoor play area is fully enclosed and staff check all areas for safety before children play. Children enjoy their play with good quality equipment that is suitable for their ages and needs.

There are very effective procedures for the safe arrival and departure of children, the premises are secure and children are well supervised at all times ensuring their safety both indoors and out. The main front doors remain locked during sessions and entry by visitors or parents is by using the door bell. Children practise fire drills which helps them to gain an awareness of fire safety issues.

Staff have a very good understanding of the procedures to follow if they have any child protection concerns about a child in their care. They have attended recent training to update their knowledge. This promotes and safeguards children's welfare.

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

The provision is outstanding.

Children arrive happily and are eager to chat to the staff and other children. They are very relaxed and benefit from the happy and caring atmosphere staff create. Children relate well to the staff and build strong friendships with other children. Children show that they enjoy their time at pre-school. They quickly settle into the routine, making their own decisions about their play. Younger children are well supported in their play and development. Staff working with the children have an excellent understanding of child development. Plans identify each child's individual learning needs. Staff provide an exciting, stimulating and caring environment. This encourages children to initiate much of their learning and helps them develop their independence from a young age. Children show an interest in their environment and actively engage in fun and well resourced activities. Children who find leaving their parents difficult receive a high level of support from staff. This helps to reassure them and builds their confidence and trust. Children feel secure and grow with self esteem because of the continual interest and warmth shown to them by staff.

## **NURSERY EDUCATION**

The quality of teaching and learning is outstanding. Children are making excellent progress in all areas of learning. They benefit from a very well planned curriculum through the supervisors having a good understanding of the Foundation Stage and early learning goals. They cascade their knowledge down to the staff team who work hard together to deliver an exciting environment. The curriculum and opportunities being offered are fun for children. Observation and assessment methods are good and planning is centred around the children's interests. Children's progress is closely monitored and their next steps for learning are clearly identified.

Children show kindness and consideration to each other as they play together sharing and taking turns. Their independence skills are encouraged through pouring their own drinks and changing into their PE kits for music and movement. This encourages social skills and independence.

Children learn how to use numbers in everyday situations and show they understand size, shape and measure through practical activities. For example, comparisons on the height chart and shapes on houses. Children count confidently the number of children at registration and use language such as 'more' or 'less' to compare the line of boys and girls. They learn to count when participating in singing number rhymes.

Children are confident and articulate speakers who readily engage in conversation with others. Children are beginning to recognise their own names and self register with name cards at registration. They enjoy listening to stories and some are able to write their names with clear legible letters. This helps to develop their sense of achievement. There are good writing resources provided to encourage children's pre-writing or mark making skills.

Children are looking at travel on buses during the week of inspection, they have tickets and paper coins and take turns sitting in the wooden bus, staff talk to the children about travel in bad weather and have set up vehicles in fake snow made from soap flakes, it feels cold to touch. Children on the bus say 'We are driving to the seaside' and staff join in the imaginative play saying 'I can see some sheep, can you see the sheep' children say 'I can see horses, we are going faster and going round corners, and up the hill, put your seat belt on.'

Children are confident in using information and communication technology. They demonstrate good mouse control when playing games on the computers.

Children are learning about themselves and their environment through their topic work 'all about me' which includes discussions about their homes and families. They are developing a sense of time as they talk about ages and changes in members of their families.

Children have many opportunities to use their senses and explore a varied range of materials such as soap flakes, sand and water. Children explore and learn about the local environment, they go on outings to the farm, and nature reserve where they have opportunities to feed and groom animals, they did pond dipping and examined frogs and other water creatures they had caught. They explore the natural environment whilst walking around the church grounds, looking closely at flowers, trees and wildlife. Children can recognise daffodils and snowdrops and know what helps them to grow. They look closely at the trees for squirrels and birds, children say 'the birds have their babies in their nests'.

Children enjoy participating in singing sessions and explore sound and musical instruments.

Children thoroughly enjoy their time at the pre-school.

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

The provision is outstanding.

Children benefit from receiving care in a very caring and child friendly environment. Children's individual needs are well met. Their confidence develops through having opportunities to make choices through the respect shown to them by staff. The pre-school supports children with learning difficulties and/or disabilities and staff work closely with the parents and any outside agencies who are involved in their care.

Children learn about themselves and the wider world through acknowledging festivals and when using the range of resources that reflect positive images of diversity. Staff involve parents. They are invited into the group to talk to the children about their culture, children experience an African village through a story, food tasting and clothes. Children remember the foods they tasted whilst celebrating Chinese new year.

Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is very good, they play well together, sharing and taking turns. The staff give the children clear, consistent boundaries. They receive plenty of positive praise and they celebrate their achievements which helps build up self esteem.

The partnership with parents and carers is outstanding. Parents complete an initial assessment of their child which ensures staff have a good knowledge of individual needs and achievements. This enables staff to build on what children already know as well as providing appropriate care. There are both formal and informal systems in place for staff and parents to share information about children's individual progress and development. Parents' comments indicate that they are very happy with the service provided, they receive information about the pre-school practice by a prospectus, newsletters, verbal exchanges and information displayed.

## **Organisation**

The organisation is outstanding.

The leadership and management of the nursery education is outstanding. Space indoors and out is extremely well organised to ensure children gain fully from all activities. Staff deployment is very effective and ensures children are very well supervised at all times. Children are well grouped and the key worker system ensures excellent support and care throughout the session. Good staffing ratios are maintained and staff work directly with the children at all times.

Staff work extremely well as a team in all areas and clear communication and guidance allows them to provide a stimulating well-balanced programme. Teaching is monitored through observation and discussion. The evaluation of the activities identifies strengths and areas for improvement.

The clear aims for the provision reflect a commitment to improving the quality of care and education. There are regular appraisals that identify training needs and staff are encouraged to enrol on relevant courses. This supports staff in their role and ensures they have the latest and most relevant information available.

All mandatory records are well maintained to ensure the safe and effective management of the setting in order to promote children's welfare.

The provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the group were asked to review hand washing procedures prior to snack. Children access the toilets independently and wash their hands before snack time and after using the toilet.

They were also revise the complaints procedure. The complaints procedure has been revised and parents are informed of the procedures in the groups written policies.

At the last education inspection they were asked to develop the challenges provided for younger children in mathematical development; there are many activities provided that help children develop their counting and number recognition.

The provision was asked develop the information provided for parents on the early learning programme. Parents are given information on the early years foundation stage and are involved in all areas of development and planning for their child.

Lastly, they were asked to provide more opportunities for children to explore a sense of time; the children talk about their families young and old and also have a time line displayed on the wall.

## **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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### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)