

# St Bridget's Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	306492
<b>Inspection date</b>	21 April 2008
<b>Inspector</b>	Elaine Murray
<b>Setting Address</b>	St. Bridgets Church Centre, St. Bridgets Lane, Wirral, Merseyside, CH48 3JT
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<b>Registered person</b>	The Trustees of St Bridget'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 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 Bridget's Pre-School was established in 1992. It is managed by a voluntary management committee, made up of parents of children at the pre-school and members of the local community. The group operates from a church hall within the grounds of St Bridget's Primary School, West Kirby, Wirral. A maximum of 20 children may attend the pre-school at any one time. The group is open Monday, Tuesday and Friday from 09.00 to 12.00, and on Monday and Thursday from 13.30 to 15.15 during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 35 children aged from two to under five years on roll, 26 of whom are in receipt of funding for nursery education. Children come from the local area. The nursery currently supports a number of children who speak English as an additional language.

The pre-school employs five staff. Three staff including the manager hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children show an awareness of simple hygiene procedures as they routinely wash their hands before snack and after using the toilet. Staff provide individual flannels for hand drying, which protects children from the risk of cross contamination. The pre-school's clear sickness policy is shared with parents. Staff ensure that parents are called to collect their child if they become ill whilst at the setting. These measures help to protect children's health and guard against the spread of infection. Several staff have up-to-date first aid training, helping to meet children's needs in the event of an accident or emergency.

Staff provide opportunities for children to develop physical skills. Children benefit from weekly visits from a yoga teacher and a music and movement teacher. Children enjoy stretching and using their bodies to move in different ways. However, children have limited chances for outdoor robust physical play.

Children learn about healthy eating as staff provide healthy and nutritious snacks, including fresh fruit. Drinking water is readily available for children at all times, as each child has access to a water bottle labelled with their name. This helps to promote their good health.

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

The provision is satisfactory.

Children are cared for in an appropriately welcoming environment. Children's art work and photographs of the children are displayed. Staff put out a range of toys and equipment each session which are visible and accessible to the children. This helps to foster children's sense of security and belonging. Space is appropriately used as areas are provided for different purposes, for example, for children to look at books or be involved in activities. The range of toys and equipment are suitable for different ages and abilities, meeting children's needs appropriately.

Generally good safety procedures are in place to protect children from hazards and dangers. Staff produce a written risk assessment of the premises, and outdoor area. A daily safety check of the premises is carried out and the outdoor area is checked before use. Children learn to protect their own safety as staff talk to them about why they must not run in pre-school. Children learn to protect themselves in the event of a fire or emergency as they regularly practise the emergency evacuation procedure.

Children are protected as staff have a satisfactory knowledge of the signs and symptoms of child abuse and hold relevant contact numbers. However, the procedure to be followed in the event of an allegation being made against a member of staff or volunteer is not included in the child protection policy.

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

The provision is satisfactory.

Staff establish positive, warm relationships with children, helping them to feel settled and secure. Children are happy and content. Children's attention is drawn to photographs of themselves on display, and staff have used photographs from a recent farm visit to make a book for children to look at. These measures help to affirm children's identity and sense of

belonging. Children enjoy learning to explore and investigate using their senses as they play with water, sand and paint. Children learn to be independent as they confidently tidy up and put their own shoes on and off. Staff follow children's interests in choosing and carrying out tasks, helping to develop children's confidence and self-esteem.

### Nursery education

The quality of teaching and learning is satisfactory. Staff have a generally good knowledge and understanding of the early learning goals and this is reflected in their teaching. Staff plan some interesting and worthwhile topic based activities that relate to the stepping stones. However, planning is not based on staff's knowledge of children's capabilities. This means that activities are not always appropriate for children's needs and lack challenge for older and more able children. Staff involve themselves in children's self-chosen activities to promote learning. For example, they join in with children's role play to develop imagination and extend scenarios. Children benefit from weekly sessions with visiting teachers, who develop children's learning through yoga, baking, music and movement and French. Staff have a satisfactory knowledge of children's capabilities. They are currently reviewing their system of observing and assessing children's learning. However, the present system does not ensure that children's progress in the six areas of learning is effectively monitored.

Children show positive relationships as they share books together. They learn to develop a caring attitude as they take home toy bears belonging to the pre-school overnight, and the following day discuss what they have done and how they have cared for the bear. Children learn to express their ideas as they talk to staff about their families and what they are doing during activities. They recognise their names on cards at snack time and older children learn to write their names. Children enjoy listening to stories and choose books to look at independently. Children show an interest in number. They count the number play dough models they have made and recognise some numbers on a wall display. Children learn to identify simple shapes and use mathematical language as they talk about 'big' and 'small' play dough models they have made. Children learn to observe change as they take part in weekly baking activities and watch seeds grow. They learn to make models using play dough, construction sets and waste materials. Children are becoming confident to use a computer to support their learning. They develop a sense of place through visitors to the pre-school, such as a fire-fighter, and outings to a farm. Children are developing pencil control and skills using scissors and dough cutters. Children show imagination in role play as they respond to an 'emergency' and have to care for sick dolls. They learn to explore sound and sing familiar songs through weekly sessions with a visiting music teacher.

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

The provision is satisfactory.

All children are included in the activities provided and have equal access to resources to make their own choices. This helps to promote their self-esteem and sense of belonging. Children are encouraged to contribute to the day to day life of the setting. For example, they take turns to go over to the school with a staff member to collect fruit for snack. At tidy up time they take toys along the corridor to return them to the store cupboard. This helps to develop children's confidence and sense of belonging. Staff establish close links with the neighbouring school, to which most children transfer. Regular visits to school are arranged and the pre-school has visits from the reception class teacher. This helps to promote a positive attitude and children's confidence in making the transition to school.

Children learn to appreciate and value each others' similarities and differences. Staff encourage parents and children to contribute information about their family, racial and cultural heritage so that children can begin to learn about, for example, food and dress from other countries and cultures. Children develop an awareness of diversity and the wider community through a satisfactory selection of resources and activities that promote positive images. Older children develop an awareness of different cultures and beliefs through topic work relating to festivals, such as Diwali. Children for whom English is an additional language are appropriately included. Children's spiritual, moral, social and cultural development is fostered.

Children generally behave well as most staff have a positive approach. Children are often praised for their efforts and achievements. However, in instances where children lose interest in activities and become boisterous, some staff display a negative approach which is not effective in meeting children's needs. Children are repeatedly reprimanded and are spoken to in a negative way. This has a detrimental impact on children's self-esteem and is not in keeping with the setting's positive behaviour management policy.

The partnership with parents and carers of children receiving nursery education is satisfactory. Parents receive information about the educational provision through the parent's brochure, and half term plans which are on display. They have regular chances to be informed about their children's progress as they are shown assessment profiles. Parents help out at the pre-school on a regular basis, helping them to be involved in and support children's learning. At times, parents are encouraged to be involved in their children's learning by developing aspects at home.

Staff request information about children before a child joins the pre-school and obtain parental permissions. This information is used to help meet children's needs appropriately. Information about children's progress is shared informally through talks.

## **Organisation**

The organisation is satisfactory.

Children are cared for in a soundly organised environment. Most staff hold relevant childcare qualifications and this has a positive effect on children's welfare and learning. However, there is no system in place to ensure that the continuing training needs of staff are met, which has a negative effect on the care provided. The managers make appropriate use of regular parent helpers to promote children's learning and to undertake tasks, such as snack preparation to allow staff more time to interact with the children. This has a positive effect on the quality of care and children's learning. Most policies and procedures are appropriately in place, although the behaviour management policy does not contain a reference to bullying. Space and resources are soundly organised to promote children's safety, care and learning. Staff use records appropriately to support the care of children and comply with regulations.

The leadership and management of the nursery education is satisfactory. The manager provides positive direction and staff work appropriately together to promote children's learning. The manager has a generally good awareness of the strengths and weaknesses of the setting. The managers seek and act upon advice from the early year partnership regarding improvements regarding for example, planning. This approach has a positive effect on the quality of children's learning.

Overall, 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 setting was required to: request written permission from parents for seeking emergency medical advice or treatment; ensure that children are encouraged in hygienic procedures with regard to hand washing and drying and that fresh drinking water is available to children at all times; develop knowledge and understanding of legislation relating to the procedure for dealing with complaints and establish a record of complaints. These recommendations have been met with positive effect on children's safety, welfare and learning.

The setting was also required to develop the system for assessing and recording children's learning and make use of assessments of children's learning to plan the next steps. The setting is taking advice from the early years partnership regarding these areas for improvement and they remain as areas for 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:

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):

- provide more chances for children to enjoy robust physical play and fresh air
- ensure that all staff have a consistently positive approach to behaviour management, and that the written policy includes reference to bullying
- ensure that the child protection policy includes the procedure to be followed in the event of an allegation being made against a member of staff or volunteer
- develop a system to show how the continuing training needs of staff will be met.

#### **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):

- develop planning to ensure that activities are adapted to provide challenge for older and more able children

- continue to develop the system of observing and assessing children's learning to ensure that children's progress is effectively monitored.

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)