

St Peters Pre-School

Inspection report for early years provision

Unique Reference Number	EY360760
Inspection date	30 April 2008
Inspector	Rachael Williams
Setting Address	St Peters Church Hall, Baytree Road, Weston Super Mare, BS22 8HG
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Registered person	Gillian Kay Palfrey
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 Peters Pre-School Playgroup has been registered since 2007 under the present ownership. It operates from a church hall in the Milton area of Weston-super-Mare, North Somerset. Children have access to the large hall and associated areas. The foyer is used for small group activities under close supervision. There is an enclosed outside play area.

The group opens five days a week during school term times only. Sessions are from 09.15 until 11.45 and every afternoon, except Thursday and Friday, from 12.30 until 15.00 hours. The group offers care for 24 children from two years to under five years of age. Children attend for a variety of sessions. At present, there are 40 children on roll; of these 35 are in receipt of early years funding.

There are six members of staff who work directly with the children, of these four hold appropriate early years qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop everyday routines which increase their understanding of health and hygiene, for instance they are very aware that they need to wash their hands before preparing their fruit kebabs. The use warm water and liquid soap to wash their hands and dry them on paper towels which they dispose of appropriately, hence the spread of infection is reduced. As a result, children learn to recognise their own personal needs and take appropriate action. For example, children access the toilets independently and are able to help themselves to a drink of water when they are thirsty. Good attention is paid to ensuring that the premises are clean and well maintained, for instance tables are routinely sterilised to ensure children eat off a clean surface.

There is good information to parents to ensure that children are protected from illness and infection. Children are fully protected in an emergency as robust systems have been established. Accidents are recorded appropriately and shared promptly with parents. Most staff have paediatric first aid training to ensure incidents are dealt with swiftly. There is a fully stocked and regularly monitored first aid box which ensures that sterile equipment is readily available.

Effective organisation of the café style snack system ensures the children benefit from individual attention. They enjoy a healthy and nutritious snack, such as a selection of fruit. Children learn about healthy eating through relevant topics. For example, children enjoy preparing the fruit to create fruit kebabs. They listen intently to the instructions to ensure their safety when securing the fruit onto the stick. Children are encouraged to adopt a healthy lifestyle as regular exercise is incorporated into their daily routine. For example, an area of the hall is cordoned off to provide children with opportunities to be active, for instance they use the spinning discs, football goal, space hoppers and seesaw to promote their coordination, balance and muscle development. The children also have regular opportunities to be outside in the fresh air and thoroughly enjoy bouncing on the trampette and pulling each other around in the cart as children confidently negotiate the space and create pathways.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff work very hard to provide a warm and welcoming environment for the children and their families. There is a wealth of information displayed around the hall, including children's art work photographs and colourful posters. The play space is organised exceptionally well to provide children with a balance of experiences within dedicated areas. Staff monitor the provision effectively, for instance when numbers are low during the afternoon session they reduce the available space to prevent accidents to the children. Children have access to an abundant range of safe and hygienic toys and resources which meet their individual needs and interests.

Children's welfare is safeguarded as the premises are safe and secure. During the sessions the group have sole use of the hall and access to the provision is effectively monitored. Parents and children are greeted at the start of each session and throughout the session the main door remains locked and the inner door remains chained to ensure children are unable to leave the premises unsupervised. Staff are vigilant at collection times and well thought out policies ensure parents have clear understanding of collection procedures. The premises are effectively monitored through the use of a comprehensive risk assessment and the daily checklist to ensure children's well-being. For example, it had been noted that children were trapping their fingers

in the toilet doors, consequently staff now ensure that the doors are wedged open. Children are further protected as staff have a thorough knowledge of child protection issues.

Helping children achieve well and enjoy what they do

The provision is good.

The good organisation of the learning environment and the abundant range of challenging toys and resources ensure children access a stimulating range and balance of experiences. For example, children thoroughly enjoy accessing the mark-making trolley where they are able to develop freely and imaginatively. The routines of the pre-school enable children to make decisions about their play. There is a good balance between independent, small group and whole group activities to provide a varied range of experiences. All children are given individual attention and the staff deploy themselves well to support children in their choices. In particular, there are good arrangements to ensure younger children are positively supported in smaller groups, such as at story time.

Nursery Education

The quality of teaching and learning is good. Children make good progress in all areas of their learning because staff have sound knowledge and understanding of the Foundation Stage curriculum and how children learn. Although staff have good understanding of each child's stage of development and their next steps in learning, this is not well documented. Pertinent observations are made relating to the aspects within the six areas of learning, however, these are not specifically linked to the stepping stones and consequently, children's progress is not adequately recorded.

There is an excellent balance of adult led and freely chosen or child initiated activities within both the indoor and outdoor environments. Children enjoy planned, purposeful play. Suitable planning, related to topics, clearly identifies learning outcomes to effectively challenge children. These are evaluated well which influences future experiences to provide children with a broad and balanced curriculum.

Children are given clear direction as to what activities are available. They listen intently to instructions and follow them confidently. The children use this positive approach in their play. For example, children are observed instructing each other to enable all children to be included in a game of football. Some children are requested to sit on the chairs and wait their turn to kick the football and each child has a turn at being the goalie. Practitioners listen and respond exceptionally well to the children. They listen to their ideas, for instance a child wishes to create a rocket the following day so the practitioner writes a list of all the resources the child needs her to bring in. The practitioner questions the child appropriately to develop his thinking and reasoning skills.

Children are enthralled at story time when a practitioner confidently tells the children a story without the use of a book. Visual aids, such as a piece of shiny paper, are used effectively to engage children in the storyline. The story is linked to the ongoing theme of wrapping items and shapes. A more able child is challenged in her counting abilities. She shows excellent one-to-one correspondence as she points to each of the 19 children at registration. Children show very good coordination as they manipulate the mouse to complete a simple program on the computer. They begin to use simple calculations as they find the cakes, identifying how many are left to find. A child shows intense concentration whilst following the instructions and shows absolute glee at his achievements.

Children manipulate the play dough well. They use tools competently showing excellent coordination and concentration as they roll, cut and dissect the play dough into appropriate shapes. A child confidently uses mathematical language in his play, for instance whilst cutting the play dough hair he comments on its length and makes comparisons. Children explore musical instruments confidently, for instance they negotiate their roles well within the band and explore the sound and how it is made for each instrument. Children also enjoy using sticks to beat out the syllables in each other's names.

Helping children make a positive contribution

The provision is good.

Very good relationships are established with the children. Children are settled and confident as staff have good knowledge of their interests ensuring that their individual needs are acknowledged, respected and met. There are good opportunities for children to become involved in their community, for instance through spontaneous and planned visits from the fire service and ambulance crew. On the whole, there is a good range of resources and positive images to reflect the diversity in our society. All children are included in activities and make decisions about their play. Staff are proactive in seeking support from outside agencies for children with additional needs to fully involve them in the setting. Children are supported and their welfare and development is fully promoted through consistent observations, interaction from staff and regular liaison with parents. Children's spiritual, moral, social and cultural development is fostered.

Children are very well-behaved. They are extremely polite and respectful of each other. They are very clear on routines and expectations, for example they listen to the rattle and acknowledge that it is time for them to sit on the carpet for registration. Staff are good role models and are committed to meeting children's emotional needs, for instance through the use of sensitive strategies to manage their behaviour, such as 'kind hands, kind feet and kind mouths'.

Partnership with parents is good. Parents receive a wealth of relevant information about the setting, for instance through an up-to-date notice board and monthly newsletters. The owner has been proactive in updating their prospectus to fully inform parents about the changes to the curriculum and the implementation of the Early Years Foundation Stage document. Parents are encouraged to contribute to their children's learning, for instance they add comments to children's learning profiles. However, there is no formal system in place to share children's achievements with their parents.

Organisation

The organisation is good.

Children are cared for by a good mix of experienced and well-qualified staff who are approachable and enthusiastic. Staff have clear roles and responsibilities and receive good direction from the owner. There are robust systems in place to ensure that staff are suitable to care for young children, for example through effective recruitment and induction arrangements.

A comprehensive operational plan ensures a stable environment is provided for the children. The good practices of the pre-school are underpinned by relevant policies and procedures which are fully understood and implemented by staff to ensure that the setting runs smoothly. Good use is made of key worker system to ensure that children are happy and settled.

All regulatory documentation is in place. The daily register accurately records children's attendance which ensures the children are closely supervised and ratios are maintained. However, staff do not consistently include themselves on the register which may cause confusion as to who is caring for the children.

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

Leadership and management is good. Termly staff meetings, daily planning discussions and annual staff appraisals successfully contribute to children's learning and development. There is good teamwork and staff are very keen to make improvements and have a common sense of purpose. They monitor the provision well, for instance an action plan, which has been frequently evaluated, has ensured the effective organisation of snack time to promote children's learning in a sociable environment. However, recording of children's progression has not been effectively monitored.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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.

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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 the daily register consistently details staff's attendance

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 further the systems to accurately detail children's progression
- develop further systems to share children's achievements with parents

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