

St John's Pre School

Inspection report for early years provision

Unique Reference Number	EY362707
Inspection date	27 June 2008
Inspector	Janet Armstrong
Setting Address	St. John's Church Centre, Legg Lane, WIMBORNE, Dorset, BH21 1LQ
Telephone number	07960 555378
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Registered person	St John's Church, Wimborne
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 John's Pre School has been registered since September 2007 and operates from St John's Church complex in Wimborne, Dorset. The pre school is run by a committee and provides sessional care for 26 children from age two to under five years.

The pre school is open Monday to Friday, term time only from 09.05 to 11.50. They are registered to receive the government funding for three and four-year-olds. There are currently 38 children on roll, of whom 36 are funded. The pre school caters for children with learning difficulties and disabilities.

The accommodation consists of a main hall with access to several rooms within the complex. Children also enjoy use of some of the adjacent school facilities. There is an enclosed outdoor play area included in the registration.

The pre school employs a qualified play leader who holds a degree in early years. She is supported by nine members of staff, of whom six hold a recognised childcare qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted through the clear procedures followed to ensure their well-being is prioritised. There are high levels of first aid qualified staff who receive regular training to ensure they are able to meet the varied medical and dietary needs of those children attending. Clear records are maintained for the safe recording and administration of medication and management of any accidents that occur. A sick child policy is in place and shared with parents to help reduce the risk of the spread of infection and written parental permission to seek emergency medical advice and attention is in place for each child.

Daily routines teach children the need to wash their hands before snack time and after using the toilet. They have access to liquid soap and paper towels, and are able to use the facilities independently. Staff monitor the areas children access to ensure they are clean. There are clear procedures in place for changing nappies to also help to reduce the risk of the spread of infection.

Children have a very good introduction to a healthy lifestyle. At snack time they enjoy a range of fresh raw vegetables and fruits with crackers, bread sticks and pita bread. They have access to drinking water throughout the session which is available to them both indoors and outside. There are clear procedures in place to identify and cater to any individual medical and dietary needs through discussion with parents and ensuring any information is recorded and appropriately shared with all staff for a consistent approach. Planned activities raise children's awareness of the importance of making healthy life choices. For example, a local nurse has talked to the children about looking after their health. Children have also learnt about the need to drink lots of fluids, undertake regular exercise and have enjoyed a foot spa. Regardless of the weather, children enjoy daily exercise outdoors. They have access to a good range of equipment and resources to help them develop control of their bodies, learn new skills and become physically active. For example, a three-year-old manages to throw a bean bag in the net independently and shows a sense of amazement and achievement at the success. Children enjoy a music and movement session where they learn to make different movements in time to the music depending on the speed and tone. They march and run on the spot in time to the beat.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is promoted well. Staff deploy themselves effectively to ensure that children have the freedom to explore and initiate their own play independently under high levels of supervision. The premises presents in a good state of repair and is well maintained. Effective risk assessments enable staff to monitor the areas that children access to ensure the children's continued safety. The children are encouraged to take part in this and using a wipe-board and marker pen, tick off the areas outside that they have checked with staff. All the necessary furniture, equipment and play provision is in place to support the care and learning needs of those children present. Children's safety is further promoted when on outings as they learn how to cross the road safely and are encouraged to wear the pre school tee shirt to make them easily recognisable to staff. A visit from the local lollipop lady has reinforced safe messages about road safety.

Children learn safe practices to enable them to start making a positive contribution to their own and others safety. For example, they learn not to run indoors, to take care when going into the playground and how to use scissors safely. They recognise that the cones in the playground are the boundary within which they must remain. In a group discussion about beach safety, a three-year-old recognises the need to wear a sun hat and put on sun cream or you 'will burn your skin'. Children have regular opportunities to participate in fire drills to enable them to recognise how to evacuate the premises safely in an emergency situation.

Staff have a clear understanding and awareness of the correct child protection procedures to follow should they have a concern about a child in their care. Appropriate records are maintained and a strong working partnership with parents enables them to work together to help to safeguard children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the friendly and welcoming environment provided for them. They respond well to the positive interaction and guidance they receive from staff. Staff are kind and courteous and this positive model encourages the children to show the same levels of kindness and consideration to others.

Staff monitor the children well in their activities and use observations effectively to ensure that the children are supported and making progress. Effective planning ensures that all children, regardless of age and stage of development have access to a broad and balanced curriculum that supports their individual needs. Daily routines ensure that the children's care and learning needs are respected and taken into consideration. They have the time and opportunities to fully explore and become involved in their choices. For example, a three-year-old receives good levels of support, encouragement and praise from staff to persevere with the developing skill and use of scissors to successfully cut out shapes for the gingerbread man.

Nursery education.

The quality of teaching and learning is good. Staff have a good awareness and knowledge of the individual characters and learning needs of the children attending. Their secure knowledge of the Foundation Stage enables them to effectively monitor and extend the children's learning to support their progress through the six areas of learning. Planning successfully links the planned activities to the steps within. Children's records of assessment work effectively in identifying where children are at in their learning and the progress they are making through the six areas of learning. Staff work well with parents and each other to identify the children's achievements, evidence of learning and next steps in the form of a 'learning journey'. Each learning journey is adapted to meet the individual needs of each child attending.

Children's personal, social and emotional development is promoted well. The positive levels of support they receive from staff means they are confident to move around the play areas and initiate their own activities. Whilst their self-confidence is encouraged through independence and free choices in their play, it is not always fully extended through regular, daily routines, such as snack time. Children have formed strong and trusting relationships with staff whom they can depend on for support and a friendly face when help and assistance is needed. They are forming positive relationships with each other as new and budding friendships are developed. They show care and concern for others. For example, a four-year-old is pleased to see a familiar staff face and tells her 'I'm glad that you are feeling better' on her return to work.

Children are learning to solve simple problems through everyday meaningful situations. For example, a three-year-old groups the children into threes unaided and works out that if two are in one area, another one needs to join them. They are introduced to simple counting and grouping in their play with the support from staff to identify how many of each they have and how many in total. Children use their imagination well in the role play hospital. They act out different roles and are supported by a good range of resources.

Children have a good introduction to developing their communication and language skills. Throughout the sessions they explore the sounds of beginnings of familiar words to identify who and what. For example, at circle time they help staff identify who the 'special helper' of the day is by sounding out the letters of the names. They learn to communicate in a range of different ways. For example: they learn to sign; recognise that print carries meaning; that books tell a story and give information; when using the chopsticks to eat rice with, they recognise that the symbols on the sticks are Chinese writing; and they use a self-registration system to show that they are present. Through effective questioning from staff, children are learning to negotiate and make a positive contribution to extend discussions. They get into small groups for 'chatter, natter' time and share their thoughts and experiences on particular topics, such as the beach. In a group game of 'guess what's in the bag' a three-year-old effectively asks 'what do you use it for?' to help correctly identify a pen. Using a keyboard, a three-year-old identifies that the key for 'm' is for McDonalds and the 'p' is for police.

Helping children make a positive contribution

The provision is outstanding.

Children have an excellent introduction to their local environment and community through a very strong and pro-active staff team who work closely with outside members of the community and other professionals to provide a supportive point of contact for local families. Strong working relationships have been developed with the local school to support those children that are moving on to the school and for siblings in the school and pre school to maintain regular contact. An effective partnership with the church centre means that children are learning about the church and parents are able to access particular training and classes for support and to develop new skills to support their family. Coffee mornings are held four mornings a week to enable parents to develop supportive relationships with other parents. Contacts have been made between the pre school and Priests House Museum to form links for the children where they learn about local history and life in the 'old days'. Children learn to take care of their environment through recycling their left over snack items and waste on the compost heap. Children learn about the wider world in which they live through access to a range of play provision and planned themes. For example, parents share family traditions and cultures with the children to introduce them to diversity and difference. Children's spiritual, moral, social and cultural development is fostered.

Staff have a strong understanding of inclusive play and practice, and take positive steps to ensure that all children and their families are supported to the best of their abilities. Changes to routines and activities are made to ensure that all children access a wide range of activities. For example, introducing mark making to the boys play where they form check lists to identify whether the wheels and pedals are safe on the ride-on-toys. Children with learning difficulties and disabilities receive effective levels of professional input and interaction from their key persons, the Coordinator and other staff members. This is achieved through regular dialogue with outside agencies to ensure that children are receiving appropriate care and targets to progress their learning. Parents are fully involved and included in all processes and staff receive

regular training to ensure they are up-to-date with the desired strategies and activities to promote the children's learning.

Children are well-behaved. They learn to share, take turns and show consideration for others through the positive examples set for them by staff. Children learn about 'kind hands and feet' and expectations within the setting so that they can start to form harmonious relationships with others. Effective strategies support the children in this. For example, children use an egg timer when using the computer to encourage them to share and take turns.

Partnership with parents and carers is outstanding. There are excellent systems in place to promote a positive working partnership with parents. Parents receive an informative prospectus that details the setting's aims, routines and service offered as well as the curriculum followed. Written policies and procedures are available in the hall entrance and parents receive copies of child protection, complaints and behaviour management to enable them to work closely with the staff. Regular newsletters and informative notice boards keep parents up-to-date with the current themes and activities followed on a weekly and monthly basis, along with suggestions of what they can do at home to support and extend this. Every term, sessions are available to parents where information is shared with them about particular areas of interest that they wish to learn about. For example, getting their children ready for school, management of head lice, learning through play and developing early writing skills. Regular parent questionnaires enable parents to have their say on what works well and identify areas for improvement. Parents feel very much a part of the running of the setting and have high praise and regard for the efforts of the staff team in supporting them and their children. There are effective systems in place to include parents in the learning journey of their children. A home visit enables parents to share what they know about their children and identify areas for focus. Twice yearly meetings enable parents to view and discuss their children's records of progress with their children's key person. Ongoing daily discussions between staff and parents ensure that both parties are well informed and up-to-date about any significant events in the children's lives.

Organisation

The organisation is good.

A friendly and welcoming environment is provided for children. Children are cared for by a well established team of staff who work effectively together, sharing tasks and responsibilities to ensure that the children are supported. Staff are bubbly, kind and cheerful in their interactions with the children. Good use is made of the play rooms and space within to ensure that children can access a wide range of play provision and activities with space to explore and extend their activities. High ratios of staff supervise the children well in their play, ensuring that they are safe and engaged at all times. The setting meets the needs of the range of children for whom it provides.

There are clearly written and informative policies and procedures in place to support staff in their role and inform parents of the practices followed by staff to support their children. These are reviewed regularly and personal information is stored confidentially.

Leadership and management of the care and nursery education is good. Staff feel valued and the contribution they make to the day-to-day running of the setting respected. They work well together as a team to support each other and the children. Regular training opportunities enable them to keep up-to-date with their childcare skills and practice. Systems for the recruitment and vetting of staff do not include detailed health declarations to help when determining staff suitability. Induction and appraisal systems help to monitor staff's on-going

effectiveness and suitability. Effective self-evaluation of the impact of the care and learning helps management to monitor the programme and activities offered to ensure it continues to meet the needs of all children attending and identify areas for further development.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 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):

- further improve the systems to help determine staff suitability.

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 progress children's independence during every day activities, such as snack time.

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