

St George's Community Children's Project Ltd

Inspection report for early years provision

Unique Reference Number	127584
Inspection date	17 July 2008
Inspector	Lorraine Sparey
Setting Address	7 Chilston Road, Tunbridge Wells, Kent, TN4 9LP
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Registered person	St Georges Community Childrens Project Ltd
Type of inspection	Integrated
Type of care	Full day care, Sessional care, Out of School 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 outstanding.

WHAT SORT OF SETTING IS IT?

St George's community Children's Project opened in 1982 and is a multi-functional day care provision which is committee run and has charity status. It offers a full day care nursery provision, sessional day care playgroup, after school provision and holiday playscheme in separate sections of the building.

A maximum of 104 children may be present at any one time. There are currently 259 children on roll which includes 86 children in receipt of nursery education funding. Children aged over eight years also attend the after school and holiday provision. Children attend for a variety of sessions. Children with learning difficulties and/or disabilities and children who speak English as an additional language are supported within the setting.

The nursery group opens five days a week 51 weeks a year. Sessions are from 08:00 to 18:00. The pre-school group opens five mornings a week during school term time. Sessions are from 09:30 to 12:15. The after school provision opens term time only. Sessions are from 15:15 to 18:00. The holiday playscheme is open during all school holidays with the exception of one

week at Christmas and one week during the October holidays. Sessions are from 08:30 until 18:00.

A team of 37 staff work within the setting, 24 of whom are qualified in early years and five staff are on training programmes. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's awareness of healthy lifestyles is promoted well. They have good opportunities to exercise and play in the fresh air, both in the well resourced garden and on outings to the local forest. Children's physical skills are developing well throughout the setting. Children participate in a broad range of activities using good quality equipment. They confidently climb on the wooden apparatus and slide down the other side. Older children in the after-school club practise their gymnastic skills using safety mats. Younger children show good control as they use the wheeled boards moving around the large playground area. Some younger children enjoy playing with balls and hoops.

Children follow generally good hygiene routines and practices throughout the setting. Children know when and why they wash their hands and good resources are available to support their independence and minimise cross infection. However, at other times throughout the day hygiene procedures do not fully support children's health by reducing the risk of cross infection. For example, in some areas of the nursery and preschool children use their fingers to pick up snacks off a shared plate. They touch several pieces of fruit before selecting which piece they would like. At other times, infants use the same towel. Some children are learning about maintaining their own health using tissues to blow their noses and covering their mouths when they cough or sneeze. However, at other times children have runny noses and are not supported in blowing them in a tissue and disposing of them appropriately.

Children benefit from a good range of healthy and nutritious home-cooked meals. The setting has a chef who provides a varied and balanced diet taking into account children's individual needs. A food focus group meets on a regular basis to discuss the menu to ensure it remains nutritious and appropriate for all the children. On occasions children participate in cooking activities throughout the nursery. Nursery children enjoy making butterscotch biscuits. Children in the after-school club have a substantial snack such as tomato soup with fresh bread when they arrive from school. Water is available in all rooms to ensure children are never thirsty. This is in addition to the snack times when they have a choice of milk or water. Babies' home routines with regard to feeding and sleeping are closely followed. Staff promote children's independence at mealtimes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure and child-centred environment. A comprehensive entry system including close-circuit television ensures that the environment is safe and people cannot enter without staff releasing the door. Clear documentation is in place to support children's safety such as risk assessments, detailed registration systems to ensure that staff know who was present at any one time. Staff place a high emphasis on safety and explain to the children at their own level about safety issues. Simple rules are discussed such as children using the

scooters are not allowed in the first section of the outdoor play areas. Children who forget the rules are gently reminded to promote all children's safety. When using specific equipment such as roller skates children are provided with helmets and other safety equipment to protect them whilst using the resources. Children are frequently checked while sleeping to ensure their safety. Children are confident and familiar with the emergency evacuation procedures which are practised on a regular basis. A child tells an adult 'You need to go out that door up the stairs quickly and safely and then line up in the playground and they will take the register'.

Children safely choose from a wide range of age appropriate resources and equipment. Each room has low-level shelving and resources are stored in plastic boxes to enable children to safely choose. Effective procedures are in place throughout the nursery to ensure that equipment is clean and well maintained and continues to be suitable for the children to use.

Children are safeguarded from harm and neglect because staff attend training on safeguarding children and potential signs of child abuse. Staff demonstrate a secure knowledge of possible signs and symptoms and effective procedures to follow in the event of a concern. Parents receive detailed information on the setting's policies and procedures to ensure they are familiar with the staff's responsibility in this area.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the various age groups throughout the setting. They are confident and motivated in their play and learning. Older children enjoy a broad range of activities and play opportunities after school and during the holidays. For example, role-play, computer and games consoles, creative activities and outdoor play. Older children report that they enjoy coming to the after-school and holiday club playing with their friends and the staff. Several children enjoy practising their gymnastic skills showing a member of staff how they can cart wheel. The member of staff actively supports children encouraging them to persevere in developing the skill.

Staff throughout the setting plan a range of generally age appropriate play and learning opportunities. For example, children enjoy playing with compost using their hands to fill various containers. They confidently complete puzzles and join in with staff singing their favourite songs and rhymes. However, on occasions some of the adult initiated learning opportunities are not appropriate given the children's age and stage of development. On other occasions younger children request to join in an activity and although there is space for them to join in they are asked to wait until the other children have finished. This results in them being disappointed and wandering off. Staff complete observations on children throughout the nursery which are used to plan the next steps in their development and learning. Children are confident to develop their own ideas and initiate child led activities. For example, children experiment putting various sized stones on the water feature watching how the water changes direction. They develop good relationships with staff and children throughout the setting as they play in the garden with the various age groups and join together for other activities.

Nursery Education

The quality of teaching and learning is outstanding. Staff are highly skilled in delivering a rich and diverse curriculum. Innovative teaching methods ensure that children are making good progress in their development and learning. Staff are enthusiastic and motivated and provide children with stimulating learning opportunities. They have high expectations for the children

which motivates them in their learning. Comprehensive and detailed observations provide all the staff with information on individual children to help them successfully plan the next steps in their learning. Staff share resources throughout the nursery and preschool to provide children with an extensive range of toys and equipment to foster their learning.

Children are making very rapid progress in their learning. They are extremely motivated in their learning and are eager to come into the setting. Several children notice one of their friends arriving and quickly rush over and invite them to join in their game. They quickly agree the various roles in their imaginative game. They confidently talk about their game to an adult, describing a 'gruffalo' which one of the children was pretending to be. Other children enjoy exploring sand and shredded paper with dinosaurs. Children show concern and consideration for their peers. A four-year-old notices a younger child is crying. They find a tissue to wipe the child's eyes and puts their arm on them reassuringly. A member of staff thanks them for being kind and explains the child is feeling a little upset today. Children's language is developing exceptionally well. They confidently explain their ideas and engage in sustained conversations with their peers and the adults. Several children pretend to be doctors and nurses. One of the children agrees to be the patient. The children confidently talk about listening to the patient's heart beat. They discuss between themselves whether it's beating fast or slow. They are totally focused in their play. Children enjoy listening to well read stories and show regard for books as they carefully turn the pages. Children confidently self register and recognise their names at various times throughout the session for example at snack time they collect their name to acknowledge that they have had their snack.

Children have excellent opportunities to learn about the natural world. The setting has a pet giant African snail. All the children take responsibility for cleaning out the tank and feeding the snail. Children independently put on an apron and gloves before cleaning out the tank. They grow the fruit and vegetables in the setting's outdoor areas including strawberries, runner beans and courgettes. Children go on regular walks in the local forest looking for mini beasts. They enjoy participating in an experiment to observe and measure weather changes. They make their own rain gauges to record the rainfall. Children confidently use technology such as cameras and laptop computers. They show exceptionally good control of the mouse as they complete simple number and letter programs. Children confidently spell five and six letter words correctly to complete the programme.

Children confidently experiment with paints and other materials. They use watercolours to create their own rainbows, successfully predicting the various colours as they mix them. Children enjoy experimenting with flour and water making their own dough. A three-year-old looks into a kaleidoscope and tells an adult 'Look I can see a church' they go on to talk about the various colours and shapes. Throughout the nursery and preschool children's own creative achievements are displayed on the walls. Children enjoy using the well resourced role play areas throughout the setting. Several children invite an adult to join them in the Chinese restaurant. They show the adult the menu and delight in providing them with a pretend meal using authentic resources. Children successfully count and identify numbers. Effective wall displays provide children with opportunities to spontaneously count. A four-year-old walking along the corridor confidently counts to 12 pointing to the numbers on display. Children correctly solve simple number problems. At snack time they correctly identify the number of pieces of bread they need for their table and successfully add one more.

Children show good awareness of space as they move around the nursery. At group times they sit still and concentrate, listening to the adults and their peers. They competently use a wide range of tools and equipment. Children enjoy using a hammer and nails to create patterns using

various shapes and proudly show the adult who congratulates them on their achievements. Children show good awareness of how their body changes when they exercise. They talk about how their heart beats faster and they need to have a drink because they are hot.

Helping children make a positive contribution

The provision is good.

Children's behaviour is good given their age and stage of development. They show consideration to their peers and to the adults. Children are polite and well mannered saying 'please', 'thank you' and 'excuse me' appropriately. Children respond well to the staff's consistent use of praise and encouragement. Clear boundaries mean that children understand the expectations. They often remind each other of the rules. A child asks to use a laptop that another child is using. They remind the other child 'Remember we need to share the toys, they belong to everyone'. Children are developing good links within the community and their awareness of the wider world is developing well. They celebrate a wide range of festivals throughout the year. Parents are encouraged to be involved in the celebrations sharing their skills and knowledge. Children's spiritual, moral, social and cultural development is fostered.

Children with additional needs are well supported within the setting. Staff use Makaton throughout the setting with all children to develop their communication skills. Staff work closely with the special educational needs coordinator and parents to ensure that children's individual needs are catered for. In addition staff liaise closely with other agencies to ensure that everyone is working together to enable children to reach their full potential. Parents throughout the nursery, preschool, after-school and holiday scheme are provided with information about the activities offered to the children. Parents are provided with information on the committee to enable them to become involved, this includes opportunities to fund raise.

Partnership with parents and carers is outstanding. They receive detailed and comprehensive information on the Foundation Stage curriculum and all aspects of the provision offered. Parents are encouraged to be fully involved in their children's learning through newsletters, informal discussions and parent consultations. Parents are invited to share their skills for example, a parent visits with their pet guinea pig and three day old pups and another parent cooks with the children. Parents report that staff know their children extremely well and are very approachable and show a genuine interest in their children. Photograph displays throughout the nursery and preschool provides parents with information on the how the various activities their children are involved in link to the areas of learning. Parents report that they are very happy with the children's progress and the children are very secure in the setting.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom they provide. Children are cared for by appropriate adults. Effective recruitment and vetting procedures ensures that adults are suitable to work with the children. Detailed induction procedures ensure that staff are aware of their roles and responsibilities and are provided with information on the setting's policies and procedures. Staff are supported in developing their skills and experience through regular training opportunities. Children are well supported in their play and learning because the setting operates a higher staff ratio than required. The setting has devised a range of policies and procedures to support staff in providing positive outcomes for children. Generally these are effective, however, the procedures to support children's health are less effective. The space

and resources are generally used effectively to support children in their play and learning. Staff plan and provide a range of age appropriate play and learning opportunities. At times, some of the adult directed learning opportunities are not age appropriate for all children.

The setting has all the required documentation which is well organised and stored securely to maintain confidentiality for the children and their families. Additional staff throughout the setting provide support to nursery staff. For example, administration assistants complete paperwork to ensure that nursery staff spend their time working directly with the children.

The leadership and management is outstanding. The person responsible for monitoring nursery education is extremely enthusiastic and a positive role model to staff and parents. Effective procedures such as regular supervision sessions, observations and staff meetings provide opportunities to monitor and evaluate staff performance. Children's progress records are monitored to ensure that they are making rapid progress throughout the setting. The setting works closely with the local authority advisory teachers and implement any suggestions for improvement. Staff attend local cluster meetings where they have the opportunity to share good practice with other settings. There are procedures in place to ensure that the views of the parents are gained and any suggestions considered. The setting is very committed to improving the provision offered.

Improvements since the last inspection

At the last care inspection the setting was set six recommendations; to develop the behaviour management policy to include reference to children aged one and two years; to ensure the accident policy includes all relevant procedures; review the lost child procedures to ensure they take into account all children's ages and abilities; develop further the range of multicultural resources and toys that betray people with disabilities in a positive manner; ensure all staff have current knowledge and understanding of child protection procedures; ensure Ofsted is informed of all staff who have left their employment.

The setting has made good progress in addressing all of the above. The policies and procedures have been reviewed and amended to take into account the requirements. All staff attended child protection training and are familiar with the setting's policies and procedures. The setting has increased the range of resources that provide positive images of people with disabilities. The setting are aware of their responsibility in informing Ofsted when key people leave. This ensures children's welfare and safety is promoted.

At the last education inspection the setting received one recommendation; improve children's independence and choice during snack times. The setting has addressed this by providing children with a choice of fresh fruit and vegetables and a selection of breads, including fruit bread and pitta bread and hummus.

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 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 children are able to make choices in their play and that adult supported activities are appropriate to their age and stage of development
- continue to review hygiene practices to minimise the risk of cross infection

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