



## **St Paulinus Pre-school**

Inspection report for early years provision

<b>Unique Reference Number</b>	115374
<b>Inspection date</b>	23 January 2006
<b>Inspector</b>	Sarah Morfett
<b>Setting Address</b>	St Paulinus Church Hall, Manor Road, Crayford, Kent, DA1 4EP
<b>Telephone number</b>	01322-522628
<b>E-mail</b>	
<b>Registered person</b>	The Committee of St Paulinus Pre-School Playgroup
<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 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 Paulinus pre-school was established in 1965 and operates from 2 rooms in a church hall. It is situated in Crayford. Kent . A maximum of 52 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 to 11:45, Monday to Friday, and 13:15 to 15:45 Monday, Tuesday and Friday for 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 72 children aged from 2 to under 5 years on roll. Of these 59

children receive funding for nursery education. Children come from a local catchment area. The pre-school currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The pre-school employs 10 staff 9 of the staff, including the manager hold appropriate early years qualifications. 1 member of staff is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are provided with a good range of activities which help to promote their understanding of hygiene routines. For example, they are encouraged to wash their hands after using the toilet or playing with messy play activities and before eating. However, they lack opportunities to be completely independent as the resources provided for them are difficult to use. For example, the taps are push down and they find these hard to use. Hot water is turned off as it is not regulated and the paper towel is difficult to tear off the roll. Effective procedures help to prevent cross infection. This includes surfaces wiped with anti-bacterial spray and good nappy changing practice. Children's health is protected by the sound practice followed.

Children are starting to understand the benefits of a healthy diet. Every day there is fresh drinking water and milk available through the snack bar which is open during the session. Children are encouraged to make healthy choices; for example, a selection of fresh fruit, cereal and raisins is provided for children to choose from. Children begin to learn how to make healthy choices.

Children begin to learn the importance of physical activity through the nursery education curriculum. They have opportunities to develop fine manipulative skills by using tools when playing with play dough. Indoor physical activity is promoted well through the variety of opportunities provided, such as, stepping stones and climbing frame. Children are beginning to understand the effect physical exercise has on their bodies and they know when they need to rest.

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

The provision is good.

Children are cared for in a safe, secure environment. There is plenty of space for them to move around and play freely within safe boundaries. Toys and equipment are checked regularly and conform to current safety standards. All resources are appropriate for the ages and stages of children's development. There is an effective risk assessment system carried out daily, for example, staff complete a check list on the premises before the children arrive. Children's safety is promoted well.

Children are protected by the range of suitable safety equipment in place, such as,

fire fighting equipment, radiator covers and a protective film on low level glass. An emergency evacuation plan is in place and the staff demonstrate a good awareness of this. However, the children have not practised this for some time. Young children are well supported by staff who allow them to move around independently, but supervise closely to reduce the risk of accidents. Children benefit from the effective systems in place.

Children are well cared for because effective procedures promote their welfare and safety at all times. For example, the lost and uncollected child policy is clear, concise and details the exact procedure to follow in such an event. The child protection policy is informative and staff demonstrate a good awareness of the procedures to follow if concerns were to be raised. Staff are positive in their approach to caring for the children, therefore children's well being is promoted.

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

The provision is good.

Children are comfortable and happy at the pre-school. They demonstrate high levels of well being and involvement, because staff provide them with a range of stimulating toys, resources and free play experiences. Children interact well with the staff and each other. For example, as children arrive each morning they are warmly welcomed and show that they are pleased to see the staff and each other. Children enjoy coming to the group and settle well each morning.

Children are provided with a good range of activities which meet their stages of development, for example, physical activities such as stepping stones, play dough, musical instruments and dressing up. The children become involved in these and with staff support they begin to learn and achieve. Younger children attending the group are supported well as staff have an understanding of the Birth to three matters and activities are adapted to cover a range of abilities. Therefore, the children's emotional, physical, social and intellectual capabilities are developed.

### **Nursery Education**

The quality of teaching and learning is good. Children are making consistent progress towards the stepping stones and early learning goals. Children's learning and achievements are good in relation to their starting points and capabilities. This is because the staff working with them have a sound knowledge of the Foundation Stage. Staff demonstrate a suitable range of teaching methods and a good understanding of how young children learn and progress. However, the use of open ended questioning is limited therefore children are not challenged sufficiently. Effective methods of observation and assessment chart children's progress through to when they leave the setting. Regular evaluations by staff and children help to ensure children are able to make choices and staff are able to monitor the effectiveness of the activities provided.

Children demonstrate a sense of belonging as they follow the routine and play and learn together. They are confident and friendly and show care and concern for others. They are encouraged to use conventions such as 'please' and 'thank you' for

example, as they socialise at snack time. They are becoming independent learners as they move around the room, choose their own activities and follow routines such as helping to tidy toys away. They use a variety of tools to make marks and some are able to write their names using correctly formed letters. Others attempt to write for a range of purposes, such as making lists or appointments during role play.

Children are gaining confidence with numbers and counting. They learn to problem solve. Whilst tidying up the staff say, we have 10 pens, but there are only five in the box. How many more do we need to make ten. The children count on their fingers and work out how many more are needed before they can be put away.

Children learn about themselves and one another when visitors come into the group to share their experiences, such as people from the guide dog association and when a member of staff demonstrates her traditional dress and children have opportunities to dress in saris. Children learn about the wider world.

Children enjoy opportunities to be creative. They squeeze and mould play dough and use their hands to swirl about in the shaving foam, giving children wonderful opportunities to explore different textures. Singing sessions, and playing musical instruments help children understand the concept of rhythm. Overall, the pre-school plan and provides a good range of activities, experiences and play opportunities, to develop the children and prepare them for school.

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

The provision is good.

Children are warmly welcomed into the nursery and are cared for according to their individual needs. They arrive confidently and demonstrate a sense of belonging as they settle into the daily routine. This is because staff are attentive and enjoy being with the children.

Children are encouraged to participate in all activities, regardless of gender or disability. Activities are adapted to suit the needs of all the children and children with special needs receive high levels of support from the group. All activities offered are non-stereotypical and anti-discriminatory. For example, dressing up clothes cater for all and children can choose what they want to wear. They have access to a good range of toys and books which show positive images of race and culture. The children help to make their own books from photos of festivals they have celebrated. This helps the children to make connections to real life.

Children behave well at the pre-school. This is because they receive lots of praise and encouragement for their achievements. Children learn to share and take turns. For example, children negotiate with each other how many can play in a particular area by wearing badges, if there are no badges left the children know to wait until one is free, this is called the decision making process and the children implement it very well. Children learn to co-operate.

The partnership with parents is good. Parents report that they are happy with the care that their child receives and feel they are kept up to date by verbal

communication and clear and concise written information about the group. The group communicate the foundation stage and what it means for their children through informal coffee mornings where parents have opportunities to discuss children's progress with the key worker. Parents also know that they can see children's records of developmental progress on request. Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

Children are comfortable and settled within a very well-organised environment. They feel secure and totally at ease with familiar staff and their surroundings and can access a wide range of play opportunities. Systems are in place to ensure the adults working with children are suitable to do so. The registration certificate is displayed and the necessary records are in place and shared with parents. These include effective daily attendance records which show clear arrival and departure times. Children's welfare, care and learning are promoted, due to the effective policies and procedures, which underpin the group's good practice.

The group's operational plan is reviewed to meet the needs of the children and staff, for example, all policies have been recently updated. The manager and deputy hold appropriate childcare qualifications and there is one member of staff working towards a childcare qualification. A current paediatric first aid certificate is held by most of the staff.

The leadership and management is good. Staff knowledge of the Foundation Stage is good and there are clear aims for the personal development and achievements of all children. Staff are committed to the integration of care and nursery education, to promote successful outcomes in all areas of child development. Regular communication and monitoring of teaching and learning means the overall effectiveness of the curriculum is evaluated well. The provider is committed towards the continuing improvement of the provision. For example, the group have undertaken an accreditation scheme Effective Early Learning. The group provides a professional service. Overall the group meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the group were asked to address three recommendations. The first was to ensure that the daily record includes hours of attendance. There is now a system in place which reflects children's arrival and departure times, therefore children's safety is assured whilst they are on the premises.

Secondly they were asked to ensure that the groups child protection policy reflects new national guidelines. The policy has been updated and reflects the national guidelines. Children are protected by staff's increased knowledge.

The third was to ensure that the complaints procedure included contact details for

Ofsted. There is an updated complaints procedure in place which includes the regulating bodies contact details. Parents are well informed of procedures to follow.

At the last nursery education inspection the group agreed to develop the outside area to provide physical activity for the children and to further develop their understanding of the natural world throughout the year. Children are offered good opportunity for physical activity both inside and out. They develop their understanding of the natural world through planned activities. Therefore children widen their understanding of the world around them.

They were also asked to ensure that the planning system uses information from children's assessment records to plan for the next steps in learning particularly for older or more able children. The planning has been developed and the children's next steps are planned for through regular observation and assessment. Therefore children are able to reach their own potential.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

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**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children have the resources they need to make the most of the good opportunities to toilet themselves independently

### **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 the staff's good interaction with the children by using more open ended questioning and provide greater challenge for the children by asking questions which make them think.

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