



St John's Pre-School

Inspection report for early years provision

Unique Reference Number	116286
Inspection date	07 October 2005
Inspector	Shan Gwendoline Jones
Setting Address	St. John's Church Hall, St. John's Road, Isleworth, Middlesex, TW7 6NY
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Registered person	The Committee of St John's Pre-School
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 satisfactory.

WHAT SORT OF SETTING IS IT?

St John's Pre School opened in 1990 and operates from within one main room in a church hall. It is located in a residential area of Isleworth in the Borough of Hounslow. A maximum of 26 children may attend the group at any one time. The setting is open each weekday from 09:30 to 12:00 term time only. Children have access to a secure outdoor play area.

There are currently 46 children aged from 2 to 5 years on roll. Of these, 11 children

receive funding for nursery education. Children attend from the local community. The setting currently supports a number of children who speak English as an additional language.

The setting employs 8 members of staff, 6 of the staff, including the person in charge hold appropriate early years qualifications.

The pre-school is affiliated to the Pre-School Learning Alliance (PSLA) and receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's hygiene is promoted well by staff who implement appropriate procedures for reducing the risk of cross-infection. For example, aprons and gloves are worn during nappy changing. Surfaces used for eating meals are regularly wiped down by staff. Children are also encouraged to wash their hands before meals and after using the toilet. Children's health needs are also well met as staff are diligent in recording accidents and administered medicines. Children have good opportunities to play outdoors, getting regular exercise and fresh air, and enjoy using pedal cars, trikes and slides.

The children benefit from a good healthy nutritious diet and their individual requirements are taken into account. Their independence is very evident at snack times when they routinely serve their own food portions. Younger children are offered drinks throughout the day, whilst older children are learning the effects of activity on their bodies, to know when they need another drink, as fresh water is easily accessible.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean spacious environment. They have access to a varied range of good quality equipment, most of which is readily accessible. Children are well protected by staff who are vigilant in following the nursery's thorough procedures for the safe collection of children, and recording the presence of visitors to the setting. Children's safety is also well promoted by staff who undertake regular risk assessments daily as the building is shared with other users.

Practitioner's very good knowledge and understanding of child protection issues helps to ensure children are protected from harm and neglect. For example, staff know how to implement local child protection procedures and have the required policies and documents in place to safeguard children.

Children move confidently around the environment, both inside and out, making their own choices about their play. Space is well organised and used effectively to allow

children opportunities to be active, engage in physical activities, table top and floor activities and to enjoy opportunities to relax and share books in a comfortable area.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at pre-school. They arrive happy and confident and quickly settle into the routine making their own choices about their play. They benefit from a supportive and caring environment which allows them to enjoy a good range of first-hand experiences. The daily routine ensures that children have a familiar and consistent environment, which enhances their feeling of security. Staff have a secure understanding of the Birth to three matters framework and have fully implemented it into the activities. As a result children are confident, motivated learners who make good use of the well resourced play environment.

Younger children develop very good communication skills as they contribute to group discussions and become competent learners, for example they self-select activities such as puzzles and painting helping to increase their manipulative skills. Practitioners talk about how each child is progressing and plan their next step for development. They recognise the value of play in a child's development and introduce a range of experiences, enabling all children to learn to play and work together in large and small groups as well as independently.

Nursery Education:

The quality of teaching and learning is satisfactory. Children have fun and they play enthusiastically with a range of toys and resources. Children play confidently with each other and form good relationships. The children demonstrate good social and emotional development by their happiness and their engagement in the activities. Warm relationships are evident between staff and children. All children are eager to learn, self-assured in their play and confident to try new experiences. Behaviour is very good and children are able to share and play co-operatively together.

Children are actively engaged in their play and activities throughout the day. They have a high level of concentration and are able to participate in activities for long periods of time. Children interact very well with adults and each other, playing co-operatively together. They show great concern for each other and enjoy the responsibility of helping and explaining routines and activities to younger children.

Children gain confidence in using numbers and compare the weight and size of objects as they predict how many cupfuls of water it will take to fill the jug. There are many opportunities for children to count in their everyday routines, for example counting how many children are present. Children work together to build models and show great interest in technology, such as using the computer, children are competent in using the various maths programmes and children who are less confident are well supported by the practitioners.

Practitioners encourage children to lead their own learning and this is successfully achieved by a well developed routine, with a good balance of child and adult initiated

activities. Children's individual progress is observed, although information gained from these assessments is not used to plan the next stages of their development, this results in children not being provided with adequate challenge in some areas.

Helping children make a positive contribution

The provision is good.

All children are welcomed and play a full part in the pre-school because practitioners value each child as an individual. Children are extremely confident and show good self-esteem responding well to continual praise and encouragement. Children's behaviour overall is very good; they know what is expected of them and are clear about what is right and wrong, staff are good role models and reinforce simple ground rules in a positive way.

Children learn about themselves and the wider world through planned activities and discussions, for example around a variety of cultural festivals, helping them to understand and value the similarities and differences between themselves and others. This positive approach fosters children's social, moral, spiritual and cultural development. The setting welcomes children who have special educational needs, however currently there is not an action plan in place to identify how they would meet the needs of children with disabilities in relation to use of the building.

The partnership with parents is good. Parents' contributions are valued and they come into the pre-school to assist at the sessions. They receive information about topics and are encouraged to support their child in bringing in items from home linked to the activity of the week. Children's individual progress and achievements are discussed and shared through regular meetings with key workers and a written report each term. Children's learning is significantly enhanced by the contributions parents make and the secure links in place between home and pre-school.

Organisation

The organisation is good.

The leadership and management of the setting is satisfactory. Practitioners have a clear understanding of their roles and responsibilities within the pre-school and the deployment of staff is good, ensuring all children are secure and happily engaged in activities. Practitioners work well as a team and children's learning is promoted through satisfactory leadership and management of nursery education. As a result, the setting meets the needs of the range of children for whom it provides.

Children are cared for by staff who have undergone all the necessary vetting procedures and have received a thorough induction. As such, the nursery's policies and procedures are properly implemented, the setting is currently undertaking an approved accreditation scheme. Staff also have good access to further training.

Children develop a secure sense of belonging because the pre-school is well organised and practitioners work with parents to ensure they have a good knowledge

of children's individual home and family circumstances. Practitioners are supported by management through regular meetings. They plan the curriculum together and discuss how activities went, however systems to monitor and evaluate the effectiveness of the curriculum and the impact on children's individual progress are not yet fully developed.

Improvements since the last inspection

At the last care inspection the provider was asked to improve activities for the younger children, improve documentation and ensure Ofsted was informed of any significant events. Younger children have access to easily accessible resources, documentation has improved and all the required areas have been addressed, this has ensured children's safety has been enhanced. The provider has ensured Ofsted has been informed of any checks required to be carried out on staff.

At the last nursery education inspection the provider was required to develop staffs knowledge and understanding of the foundation stage curriculum and develop links with parents. They were asked to develop children's opportunities in several areas of learning. Children are now making satisfactory progress in their learning. As a result of these improvements parents are better informed regarding their children's progress.

Complaints since the last inspection

There are no complaints to report.

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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):

- gain knowledge and understanding of the Disability and Discrimination Act 2001.

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, recording and assessment, linked to the Foundation Stage, to ensure each child is provided with further challenges in their learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk