



St Peter & St Paul Pre-School

Inspection report for early years provision

Unique Reference Number	EY250953
Inspection date	16 January 2006
Inspector	Judith Chinnery
Setting Address	Upper Church Street, Syston, Leicestershire, LE7 1HR
Telephone number	07721065764
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Registered person	St. Peter & St. Paul 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 good.

WHAT SORT OF SETTING IS IT?

St Peter and St Paul Pre-School was established in 1966 and is run by a committee. It operates from two rooms and associated facilities in a mobile in the grounds of St Peter and St Paul Church of England (Aided) Primary School in Syston. It serves the local area.

There are currently 77 children from 2 years to 5 years on roll. This includes 52 funded 3 and 4-year-olds. Children attend for a variety of sessions. The setting

currently supports children with special educational needs and children who speak English as an additional language.

The group opens 5 days a week during school term-times. Sessions are from 08:54 until 11:30 and from 12:30 until 15:05.

There are eight staff who work with the children. All but one have early years qualifications to National Vocational Qualification level two or three.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health and well-being is promoted well in the setting. Their individual dietary needs are met effectively with healthy snacks which include fruit offered each day. A constant supply of fresh water ensures that children are unlikely to be thirsty.

Hygiene practices are well established and children willingly wash their hands before snacks. Tables and other surfaces are regularly cleaned between activities which helps to minimise the risk of cross infection.

Regular use of the school playgrounds and fields enable children to run and play freely outside each day. They move well in a variety of ways such as jumping, balancing and crawling through tunnels and are adept at avoiding each other and obstacles. However, staff do not always point out the benefits of healthy practices and exercise so older children are less aware of why these practices are important in maintaining a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The safety of the children is a priority in this setting. Staff ensure that safety precautions such as socket covers are in place before the start of each session to prevent accidents to children. They also make effective use of risk assessment to minimise hazards to the children.

Children use a wide range of safe, good quality and developmentally appropriate resources. They can access some resources for themselves, easily and safely from drawers and low shelves. Low tables and chairs ensure that children can eat, sit and play safely. Security is good with external exits being kept locked and a password system in place to ensure that unwanted visitors do not gain access to the nursery or present a risk to the children. However, again, staff are less proactive in using everyday situations to explain to children about safety so older ones are less able to take responsibility for their own safety

Children are protected in the setting. Staff are aware of child protection procedures and leaders are clear in what they should do should allegations be made against a

member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and well-settled in the setting and enjoy warm and close relationships with the staff. The wide range of worthwhile and stimulating activities engage most children in play and learning new skills. Children really enjoy exploring the texture of sand and rice, running it through their fingers as they talk about different concepts such as full and empty. A number of children play imaginatively with small world resources such as the train track, trying out new words such as 'carriages' and acting out crashes and journeys.

The admission of children aged under three years into the setting is very new to staff. Most children cope well and participate in most activities. However, staff have not started to use the 'Birth to three matters' framework and find it difficult to adapt activities to the developmental needs of the youngest children. As a consequence young children find some activities such as circle time too difficult.

Nursery Education

The quality of teaching and learning for nursery education is good. Staff use their experience and sound knowledge of the Foundation Stage to provide appropriate activities for children around the early learning goals. In taking responsibility for a small group of children each, staff get to know individual children well and direct them appropriately to activities which help them to learn. Older children are therefore, making good progress towards the early learning goals in most areas. Staff record good observational evidence of children's development and use this to chart their progress and plan some activities based on what they need to do next. However, because planning is largely based on topics, some aspects of the stepping stones are not covered regularly or consistently preventing children from consolidating their learning in some areas.

Children's personal, social and emotional development is a strong feature of the setting. They speak confidently to staff and other adults and are forming good relationships with each other. They happily take care of their own needs including putting on their own socks and shoes. They behave well and are willing to share and take turns with little support from staff who manage their behaviour appropriately. Children love to show off their achievements to the staff and bask in the praise they receive.

The setting is well laid out with resources and encourages children to visit the book corner regularly. They are interested in books, handle them carefully and listen well to favourite ones such as 'Percy the Park Keeper'. Children also love to make marks and can draw with lines and circles, older children are beginning to form recognisable images as well as the letters of their name. In mathematical development children are very confident in counting often by rote well beyond 10. They recognise shapes and use size language in their play such as big and little, but children are less experienced in simple problem solving because opportunities for this are less

frequently planned.

Children ably join construction pieces together with some purpose such as to make a train track. They have a growing awareness of other cultures through the celebration of festivals. Children have some experiences with technology and can operate simple computer programmes easily. However, much of their understanding of the world and nature is explored through topics, which does not always give children time to revisit these skills. Children love to dress up and develop imaginative scenarios in the role play area, they are good at using items from around the setting such as soft toy animals to extend their play and sometimes involve others. They enjoy singing and know a wide repertoire of songs and rhymes but are less experienced with different styles of music. While they enjoy painting freely some art activities are adult led and do not always enable the children to create art work for themselves.

Helping children make a positive contribution

The provision is good.

Opportunities for children to begin to make a personal contribution are fostered well in the setting. Staff know children well and treat them individually according to their needs. Children are introduced to and are learning a respect for other cultures through the celebration of festivals and the use of multicultural resources. Children who have special educational needs are supported effectively because staff work closely with parents and other professionals to provide appropriate activities and include them in the life of the setting.

Children behave well, they are aware of expectations and willingly share and take turns. Younger children respond particularly well to praise from staff when they show off the pictures which they have completed. Staff's emphasis on developing children's independence and knowledge of the world around them ensures that their social, moral, spiritual and cultural development is fostered.

Good relationships between staff and parents ensures that information regarding children's care needs is shared and used effectively. Partnership with parents and carers for nursery education is good. They are kept well informed about the settings educational provision and have regular opportunities to share information about their child's progress. They are able to become involved in their child's learning as they discuss and agree the next steps their child needs to take in order to support them in their progress towards the early learning goals.

Organisation

The organisation is good.

The setting is managed well by an experienced and well established staff team. Effective appraisals ensure that appropriate training is undertaken so that children are well cared for and protected. Staff are placed around the rooms to maintain suitable ratios so that children are safe and well supported in their play and learning. Well written policies and procedures are known by the staff and support children's

health and well-being effectively. Overall, children's needs are met.

Leadership and management for nursery education is good. The manager and staff share a clear vision and aim to provide good experiences for children to prepare them for school. The manager has a good understanding of the strengths and weaknesses of the provision which gives them a clear focus for future developments so that children continue to make progress.

Improvements since the last inspection

At the last care inspection in 2004 the setting was asked to improve its complaints procedure and develop a policy for children who may be lost or not collected. A suitable complaints procedure is now in place as is an appropriate format for recording any complaints received supporting the group's partnership with parents and carers. The policy for children who may become lost or not collected is also appropriate and known by the staff supporting the organisation of the setting.

At the last nursery education inspection in February 2005 the setting was asked to consider extending opportunities offered to children in mathematical problem solving, particularly taking away, as well as further opportunities for older children to begin to recognise words. Since then the setting has had to change the age range that they cater for, many of the children are now much younger. Staff are beginning to adapt their programme to take account of their particular needs.

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.

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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):

- improve care learning and play experiences for children aged under three years by using an approach in line with the 'Birth to three matters' framework

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 improve systems for assessing children's progress which are clearly linked to planning so that activities are built on what children are interested in and what they need to do next and which ensures that all aspects of the stepping stones are evenly and consistently covered so that children can continue to make progress in all areas

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