



# St Christophers Pre-school

Inspection report for early years provision

<b>Unique Reference Number</b>	131564
<b>Inspection date</b>	27 April 2006
<b>Inspector</b>	Amanda Shedden
<b>Setting Address</b>	St Christophers Church Centre, Pepys Avenue, Thornhill, Southampton, Hampshire, SO19 6PJ
<b>Telephone number</b>	07748 226933
<b>E-mail</b>	
<b>Registered person</b>	St Christophers 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 satisfactory. 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 Christopher's Pre-school is a committee run group and opened in 1970. It operates from a hall in St Christopher's Church, in the Thornhill area of Southampton. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open on Tuesday, Wednesday, Thursday and Friday from 09:30 to 12:00 and Tuesday, Wednesday and Thursday from 12:30 to 15:00 term time only. All children have access to a secure enclosed outdoor area.

There are currently 44 children from 2 years 9 months to 5 years on roll. Of these 39 receive funding for nursery education. Children attend for a variety of sessions. The setting are able to support a number of children with special educational needs, and also support a number of children who speak English as an additional language.

Three staff work with the children. One staff member holds an appropriate early years qualification, and the two other staff members are undertaking training for childcare and education.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children benefit from the clean and spacious environment where they can access many resources to enhance their physical development. They are protected from illness and infection because appropriate health and hygiene procedures are in place.

Children are developing a good understanding of personal hygiene as they independently take themselves to the toilet. They recognise the need to follow good personal routines, such as washing their hands after messy play, after using the toilet and before snack.

Children are offered a range of healthy snacks. Children enjoy the social occasion of sitting down together and their independence is increased as they pour their own drinks, helping themselves to snack and using appropriate cutlery.

Children benefit from physical activities every day, helping to develop a positive attitude to physical exercise. Practitioners plan a good range of activities to enhance the children's physical skills indoors and outside. Children are able to master such skills as walking on stilts and skipping. Other children show good spatial awareness as they kick balls or ride the bikes avoiding each other.

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

The provision is good.

Children and parents are greeted warmly by the staff. Children settle quickly and are keen to see what there is to play with today. All the resources are suitable for the children who move freely and safely around the environment. They independently access the resources as it is stored on open shelving units and low level storage trolleys.

Practitioners are vigilant about children's safety and ensure hazards and risks are minimised. Daily risk assessments are implemented and all staff monitor the provision, inside and out, ensuring that children's safety is promoted. There is an alarm system in place ensuring that staff are fully aware of any visitors to the group. Children develop an understanding of safety through reminders, such as picking

resources up off the floor and they regularly practise fire evacuation.

All required documentation is in place and understood by staff to ensure children's welfare is safeguarded and promoted. Staff have a very good understanding of the procedures to be followed if they had a concerns about the welfare of the child.

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

The provision is satisfactory.

All children arrive happily and eager to participate. Children take part in a variety of activities throughout the session. Children relate well to one another and confidently approach staff for support. This ensures good trusting relationships are built. Children enjoy their time at the pre school, staff know the children and their family backgrounds well. When children arrive at the group upset, staff show sensitivity and give them attention until they are settled in an activity that interests them.

#### **Nursery Education**

The quality of teaching and children's learning is satisfactory. Children show interest and enthusiastically undertake activities. Children are confident to try new challenges such as puzzles and cutting up different materials. They show a sense of achievement and excitement as an activity develops for instance when making marble run pictures. Staff support the children well using language that is suitable for the individual child, encouraging children to talk about what they are doing and the changes that are happening. Children learn to recognise colours and can engage daily in creative activities including free painting.

Children practise oral communication during planned activities and interaction with other children and adults. Staff ensure that all children are listened to and encourage the less able children to use their communication skills frequently. Children practise early reading and writing skills as they share books at the book corner, self register themselves using name cards and when they make marks in the writing area. However, they do not have consistent or frequent opportunities to gain and understanding of linking sounds to letters.

Children develop an understanding of numbers and counting using mathematical language through planned and incidental activities. The more able children gain an understanding of size, quantity and measure. However, less able children are not given an understanding of what makes each shape different.

Children develop a good sense of time as they respond well to the structured daily routine. They become increasingly familiar with modern technology such as the computer which is available part of the time. They develop increasing knowledge about their own community and the wider world. During planned activities they talk about and recreate where they live, their family and friends. They learn to appreciate other cultures through visitors to the group and planned activities such as exploring the Chinese New Year.

Children relate well to one another as they use their imagination whilst playing. For

instance children have parties in the role play corner, they create their own world whilst playing with the small world resources or they "visit the beach" when playing with the sand.

They enjoy singing familiar songs, the actions that go with them and keeping time when using the musical instruments.

All staff contribute to the planning ensuring that they are all clear as to aims and objectives of the activities. Children are provided with a range of activities and experiences to enhance their learning. Staff have an understanding of the Foundation Stage and make plans linked to the stepping stones and six areas of learning. Staff ask open ended questions and help children to recall past experiences and events. Staff know the children well and use appropriate language to enable them to understand or gain knowledge. However, at times staff do not extend children's learning sufficiently for them to gain a better understanding, for instance when looking at shapes or linking sounds to letters. Children's achievements are recorded, evaluations are made on activities and this information is used to inform the planning of activities.

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

The provision is satisfactory.

Children are valued and respected as staff have a good understanding of their individual needs. Children's behaviour is very good and their understanding of right and wrong is increased as they respond to gentle reminders from the staff to care for each other and resources.

At present there are no children attending with special needs. However, the staff have supported children with special needs previously. Staff are experienced in working with other agencies to ensure children are getting the care they need.

Their positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents is satisfactory. The positive relationships with parents ensure that they value the pre-school. Staff work together and share information about the children on a daily basis. However, little information about the children is sought.

The partnership with parents for children who receive nursery education funding is satisfactory. Parents of children who are in receipt of funded nursery education do not have enough information about the early learning goals to enable them to support their child's learning further. Informal sharing of information about the children's achievements takes place but parents are not fully informed of their child's educational progress.

### **Organisation**

The organisation is satisfactory.

Children's care is supported by the organisation and the pre-school's daily routines. Staff know the children well and the high staff to child ratios ensure that they are well cared for.

All necessary policies and procedures are in place. However, confidential information is not always recorded correctly. Recruitment procedures are in place robust to ensure that people appointed are suitable to work in the group. Overall, the setting meets the needs of the range of children for whom it provides.

Leadership and management is satisfactory. Management provide adequate support to the staff through informal discussions. Staff work well as a team and regularly update their knowledge and skills by attending appropriate courses. Clear roles and responsibilities are defined so staff know what is expected of them. This enables them to carry out their roles adequately. All staff contribute to the planning ensuring that they are all clear as to aims and objectives of the activities. They liaise with the local schools that the children will be attending and incorporate their requirements when planning activities.

### **Improvements since the last inspection**

At the last inspection the pre school were asked to obtain parents permission to seek emergency medical advice and treatment. All parents have now given their written permission for this ensuring that their child could be treated correctly if they were to have an accident.

They were also required to ensure that documentation such as the register and accident book were kept up to date. Times of arrival and departure are now recorded immediately and each child has their own page to record any accident they may have, ensuring confidentiality.

Children were to be encouraged in their independence skills. Children are now able to self select the resources and choose which activity they would like to be involved in. They are also being encouraged to develop self help skills by putting their own coats on or pouring their own drinks at snack time.

### **Nursery Education.**

At the last inspection actions were set to improve the quality of the education children were receiving. Staff were to increase their knowledge of the Foundation Stage and develop planning and assessments linked to the early learning goals. Two staff members are now undertaking a qualification in childcare and education. This has helped them to achieve a better understanding of the Foundation Stage and how children learn. The quality of their teaching has improved as they now have a clearer understanding of the early learning goals. All staff contribute to the planning of the curriculum and evaluations are made on these activities. They use individual assessments linked to the early learning goals to ensure that the children are progressing.

They were required to provide opportunities to enable children to develop skills and make progress in communication language and literacy skills and mathematical development. Children have made some progress in these areas, however, two areas need to be further developed and these are recommendations for this inspection.

### **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:

The quality and standards of the care are satisfactory. 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 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 parents are given information about the foundation stage and the progress their child is making
- ensure that the day book does not contain information that should be in the incident book
- increase information collected on children to ensure their care and development needs are met effectively

#### **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):

- ensure children are given the correct names for shapes and explanations

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:  
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