



## St Peter's Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	205223
<b>Inspection date</b>	21 February 2006
<b>Inspector</b>	Rachel Wyatt
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<b>Telephone number</b>	07980 070023
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<b>Registered person</b>	St Peter's Pre-School
<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 Peter's Pre-School opened in 1976. The group is located in the church vestry adjacent to St Peter's Church in a residential area of Droitwich. Outside play is provided through local walks and visits to the adjacent playing fields and park. The group is a registered charity run by a committee of parents. A maximum of 18 children may attend the pre-school at any one time. The setting is open for 9 sessions a week during term time only. From Monday to Thursday sessions are from

09:00 until 11:30 and from 12:00 until 14:45. On Friday the group operates from 09:00 until 12:00. Children attending an afternoon session bring their lunch.

There are currently 42 children aged from 2 to under 5 years on roll. Of these 32 children receive funding for nursery education. Children are admitted from the age of 2 years 9 months. The families who use the pre-school come from within the community and local area. Support is available for children with special educational needs and for those who speak English as an additional language.

Six staff work with the children and three of them hold a relevant qualification in childcare and education. The pre-school receives support from a mentor teacher from the Local Authority and the group is regularly represented at local early years partnership and providers' forum meetings. There are close links with the nearby St Peter's School and church. Children often attend church toddler sessions.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children have a good understanding of personal hygiene. Most children are confident to visit the toilet unaided and manage toileting and hand washing routines well. Staff discreetly support them where needed. Toilet areas are set up for children's use with a toddler stand, toddler toilet seat, paper towels, and liquid soap ready to hand. Children can also bring in their own towel. To ensure children's comfort and privacy, changes of clothes and all associated items are provided in each cubicle. Children learn about other aspects of personal care during rewarding play and discussions, for example in a well stocked and popular role play hairdressing salon.

Children's individual health needs are clearly understood and met well. Staff are proactive in ensuring any specific requirements are discussed fully with parents. Should children become unwell, need medication or have an accident they receive appropriate prompt treatment.

Children are energetic but move with increasing control and awareness of space. They enjoy physical play both indoors and during local walks and visits to nearby playing fields. They are becoming increasingly adept at putting on coats and outdoor shoes.

Children are well nourished. They eat healthy snacks, including wholemeal toast and porridge in the morning session, and a selection of fruits, crackers or bread sticks in the afternoon. Children competently spread margarine or other toppings on their toast using plastic knives. Food is attractively displayed and in appropriate portions. Children can freely help themselves to drinks of water and are offered milk or water at snack time. Staff and parents work together to ensure that children attending the afternoon session bring in healthy lunches. Children manage the contents of their lunch boxes well, aided sensitively by staff. Snack and meal times are relaxed social occasions. Staff join in with the children, and at lunch time are good role models,

enjoying their own healthy lunches.

Children also like cooking activities where there is a good balance of healthy options such as making fruit salad and lentil pate as well as favourites such as pancakes and ginger bread cookies. Food tasting sessions as part of a topic on senses and discussions about the care of teeth with a visiting dental nurse, give children different perspectives on the importance of a healthy diet.

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

The provision is good.

Children's safety and protection is given high priority by staff. Children play in a safe and secure environment. Staff supervise them effectively but without inhibiting children's desire to explore and be energetic. Children learn how to take some responsibility for their own safety. They know they should walk around indoors, use tools such as scissors and plastic knives correctly, and help to keep areas safe by competently assisting in tidying away toys.

Children use age-appropriate, good quality toys and equipment which are checked regularly and broken items are promptly removed. Staff are well aware of their role in ensuring children's safety and are familiar with the setting's comprehensive procedures which help to reduce risks and promote the protection of children.

When they are outside children show they know simple safety rules such as walking in pairs, holding hands and stopping, looking and listening before crossing roads. With regard to their personal well-being, staff help to prepare children by encouraging personal privacy during toileting routines. Children also learn about staying near adults when out and discussing what they might do if they became separated from their carer. The setting's robust safety procedures include managing a missing child situation. Children are also safeguarded as the setting's vetting procedures ensure staff and committee members are suitable. Effective collection arrangements mean children only go home with persons known to the group and nominated by their parents.

Children and staff attending the group have opportunities to be familiar with emergency situations. Fire evacuation drills are held regularly, at varying times on different days. Children's comfort and enjoyment on visits is also promoted through the effective organisation and management of outings. Staff and the committee clearly understand the importance of ensuring proposed visit locations are safe and suitable. They apply the same vigilance in assessing safety issues relating to the use of public areas in and around the churchyard for children's regular outside play.

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

The provision is good.

Children are busy and absorbed in rewarding activities. Resources and toys are invitingly presented so that children are interested and want to play with them in

different ways, such as in the role play and small world play areas. Computer programmes are really child-friendly and fun. Once they have mastered the use of the mouse, younger children manage this independently.

Staff have warm rapport with children and join in activities well, but without taking over. They encourage children's conversation, ideas and thinking, leading to meaningful sustained play. Children of different ages and abilities participate fully as staff adapt activities, games, use of toys and their questions to suit each child's level of understanding. Plans reflect these approaches.

#### Nursery education

The quality of teaching and learning is good. Children are engrossed and purposeful. They enjoy their time at pre-school often reacting with delight, for example during role play and when using an engaging computer programme.

Staff provide children with plenty of rewarding activities and meaningful resources which, together with their enthusiastic input, really interest children and enriches their play and learning. In the role play area children act out sustained scenarios using toys realistically. In the 'hairstylist's' they discuss arrangements for keeping customers happy; they brush and style hair, fixing hair extensions or decorations, and they competently use equipment such as hair dryers, phones and keyboards. Children relate well with their peers. They play cooperatively, take turns at the computer or when cooking and share books, toys and resources, such as paints.

Children are articulate and sociable. They confidently use language to describe and to explain things, encouraged by the staff's questions, opportunities for discussions and participation in practical problem solving. Their appreciation of new vocabulary, letter shapes and sounds is promoted through activities, including easy to follow computer programmes. Children love books, whether in a whole group story time when they listen and participate well, or when sharing a book with a friend. They act out stories such as 'the Gingerbread man' and borrow books to take home. They make marks and practice writing in practical contexts, such as the role play post office and hairstylist's.

Children show an interest in numbers and counting. They enjoy counting in French and really like a fun computer programme that links different groups of objects to numbers up to ten. The accompanying music enthuses them and encourages their involvement and repetition. Staff consistently provide a variety of meaningful practical activities with interesting resources to stimulate children's awareness of number, shape, size and patterns. Children are enthralled by activities using a selection of boxes and containers to promote their awareness of shape, size, colour and sequences. Prompted by the adults' adept questioning they solve problems such as ordering items according to size or working out how a series of containers fit inside each other. Children use mathematical language to explain shape, size and volume. Their understanding of one to one correspondence is also fostered during enjoyable games, such as bingo. When cooking children weigh and measure out ingredients.

Children are observant and curious, enjoying discussions about the weather and seasons. They are interested in how things work. They fix things together well, often

persevering to create complex models or to replicate patterns. Staff create worthwhile opportunities for children to experiment with different objects to see how they will react, for example testing out items on the slide to see if they slide, roll or do both. Children then group these objects according to their results. They play with various malleable or natural materials, such as dough, clay, sand and water, often describing their textures and characteristics. Children use information technology to support their learning and enrich their play. They competently use the computer and play with a range of toys such as tills, keyboards and phones.

Children move with control and awareness of space, whether in a group during well-managed parachute games or individually whilst jumping from one numbered shape to another. They have good hand-eye coordination, adeptly using tools such as knives, scissors or dough and cookery implements.

Children are very imaginative and creative. They thrive in a setting where child-centred role play, music, rhymes, drawing and painting are actively encouraged. Fun and laughter are very much part of activities and experiences so that children and adults share a mutual pleasure in what they do.

Effective planning ensures children experience plenty of rewarding topics and activities which clearly link to relevant areas of learning. Children's individual learning needs are incorporated, and staff ensure activities or games are adapted accordingly. Good key worker arrangements and regular assessments ensure staff know children's learning needs well. Children's starting points are identified through initial observations and parents' contributions, and from there children's progress is monitored regularly through observations, assessments of specific skills and examples of their work.

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

The provision is good.

Children's interests and achievements are positively recognised. Children are proud of their efforts and this is reflected in their confidence in sharing information about what they have been doing or their pleasure when having their photographs taken. They have positive attitudes regarding diversity, really enjoying playing with dolls and resources reflecting gender or various ethnic groups and cultures. Books featuring different families, cultures and disabilities are looked at regularly and often taken home. Children and adults sign well. Children with special needs are effectively included in all aspects of the provision. Plans clearly show how their needs are identified and supported.

Children are busy and well behaved. They respond positively to staff's requests. They are helpful, assisting competently with tidying up or with small tasks. They get on well with their peers, often playing together, taking turns and sharing. Children regularly make decisions and choices and are encouraged to think things out themselves. This helps them to sort out some minor personal issues themselves. In any other instances, staff calmly intervene to discuss and resolve any disputes. Children's spiritual, moral, social and cultural development is fostered.

Parents take an active part in the organisation and running of the pre-school, including serving on the active management committee. They contribute ideas for topics and activities, such as coming into sessions to share a skill or to discuss their work with the children. From the outset they are well informed about the group, receiving an informative prospectus and welcome pack. These comprehensively explain how their children will be cared for and summarise how different sessions cater for their play and learning. Other helpful information is provided on the notice boards in the foyer and covered in regular eye-catching newsletters.

Partnership with parents and carers is good. Helpful written information, such as outline explanations of the six areas of learning and the group's assessment procedures, introduces them to the Foundation Stage. Details of topics and weekly activity plans are regularly displayed. However, there are some missed opportunities to further develop parents' awareness of nursery education through displays of children's work and photographs. These are not routinely labelled or explained with reference to an aspect of the Foundation Stage in order to enhance parents' understanding.

Children benefit from their parents' involvement in their learning. They contribute to their children's progress records and parents' evenings are popular. Parents help with topics and specific activities in the setting. Through the regularly used book loan scheme they support their children's learning at home.

## **Organisation**

The organisation is good.

Children's care, learning and play benefits from the effective partnership between staff and the committee. The staff team are consistent, capable and effectively deployed to promote children's welfare and enjoyment. Sessions are well organised to give children time to enjoy the activities and appreciate the resources. The committee are keen to support the staff. They understand their role in ensuring the suitability of personnel involved in the pre-school. They take an active part in the monitoring and development of the provision, such as supporting staff development and training, participating in the review of policies, and coordinating improvements to the premises, including plans to develop a designated outside play area.

Documents are securely stored and support the children's care, so that their personal and health details and their parents' consents can be accessed on site. The group's policies are clear and comprehensive which helps to promote parents' and staff's understanding of procedures. Recent revisions ensure that policies in the main reflect the National Standards. Although the complaints policy has been updated, it does not fully reflect changes to the National Standards. This means parents are not aware of their rights regarding written responses or access to specific information required in any complaints record.

Leadership and management of the nursery education provision are good. Children's learning is enriched by the support of capable staff who are all involved in the planning and delivery of the Foundation Stage. The learning environment is inviting and sessions run smoothly, giving children time to fully explore the stimulating

activities and toys. Staff and committee share a commitment to maintaining quality and to improving the provision. Initiatives such as use of a toy library, improvements to information technology, and the introduction of individual book bags have enhanced children's learning in the setting and at home. Parents' evenings have been welcomed as an opportunity for staff and parents to meet formally to exchange views about children's work and progress.

Effective evaluation and monitoring procedures also ensure children receive good quality and appropriate nursery education. All staff contribute to evaluations of activities and make appropriate suggestions for future improvement. They are confident in their role as key workers so children's progress is consistently observed and recorded, and the information used to inform future plans. Regular meetings between staff, the committee and other organisations involved with the pre-school, facilitate the smooth running and improvement of sessions. Overall the provision meets the needs of the range of the children for whom it provides.

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

At the last care inspection the provider agreed to recommendations relating to different aspects of record keeping, the use of risk assessments and the staff's knowledge of child protection procedures. Improvements since then have had a positive impact on children's care. Procedures have been revised to ensure that parents consent to their children receiving appropriate treatment in an emergency. Policies have been reviewed so it is clear when Ofsted, as the regulator, must be informed. Comprehensive behaviour management procedures outline how any incidents will be managed and recorded. An appropriate incident record is maintained, although the format can, on occasion, compromise confidentiality. Children's safety and protection is promoted by effective daily procedures for assessing risks and monitoring hazards. Attendance at child protection training has improved the staff's knowledge of child abuse and their awareness of procedures.

The group has effectively addressed key issues from the last nursery education inspection. These improvements have all had a positive impact on children's learning and progress. Clear planning and effective assessment procedures enable staff to track how children are doing and what needs to be in place to aid their progress. Large group activities are consistently well organised. Staff ably support children's enjoyment and involvement and, where appropriate, create good opportunities for extension work. Children now experience plenty of meaningful opportunities for mark making, for example in the role play area, and for engaging in simple number operations during routines, games and rhymes.

### **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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The quality and standards of the nursery education are good.

### 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):

- complete the review of policies and procedures to incorporate changes to the National Standards, especially regarding complaints, and ensure parents and staff are aware of any amendments.

#### 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 further the opportunities for parents to see visual representations of the Foundation Stage and the six areas of 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](http://www.ofsted.gov.uk)