



## **St Peters & St Pauls Pre-School**

Inspection report for early years provision

**Unique Reference Number** 322065

**Inspection date** 03 April 2006

**Inspector** June Rice

**Setting Address** St Peters & St Pauls Community Hall, Barnsley Road,  
Moorthorpe, West Yorkshire, WF9 2BJ

**Telephone number** 01977 609743

**E-mail**

**Registered person** South Kirkby & Moorthorpe Town Council

**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](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 Peters and St Pauls Pre-School Playgroup opened in 2000 and operates from the St Peters and St Pauls Community Hall, in Moorthorpe, West Yorkshire. The building is often referred to as the 'Millennium Hall'. The pre-school runs from one room in the purpose-built building. A maximum of 20 children may attend the pre-school playgroup at any one time. The pre-school is open for 10 sessions each week during local school term times. Morning sessions start at 09.00 and finish at 11.30, and

afternoon sessions start at 12.45 and finish at 15.15.

The pre-school has 45 children currently on roll between the ages of 2 to 5 years old. There are 15 children aged 3 years and 4 years in receipt of funding. The group currently supports children who have been identified as having special educational needs. None of the funded children speak English as an additional language.

The nursery employs four staff, including the manager. All of these staff hold recognised qualifications in childcare and early years education. Staff receive support from the Local Authority and are members of the Pre-School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children stay healthy through the implementation of effective hygiene practices and procedures which meet their individual nutritional, physical and health needs well. They are very independent in their personal care and understand the need to wash their hands before eating and after using the toilet. For example, young children show their hands saying 'mucky wash' and older children reply when questioned about why they are washing their hands, 'because they mucky, make germs'. Staff are proactive in promoting children's understanding and awareness of what a healthy lifestyle is through planned topics, discussion and 'hands on experiences'. For example, children enjoy preparing a variety of fresh vegetables for soup. Children benefit from well planned activities to develop their physical skills and enjoyment of exercise. For example, they enjoy dancing to musical instruments and song. They practice balance and hand-eye coordination using stilts, balls, hoops and a climbing frame.

Children in receipt of nursery education funding show good awareness of themselves, space and others and move with good control and coordination in a variety of ways. For example, they are provided with regular opportunities to use a selection of small and large equipment in safety and eagerly participate in obstacle courses in both the inside and outside play areas. Children are beginning to develop a good understanding of the changes to their bodies after exercise through simple discussion. For example, after exercise they feel their heart beating faster and their body getting warmer. They place their hand on their heart saying 'phew moving fast'.

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

The provision is good.

Children are kept safe in a warm, very welcoming and secure environment which is clean and well maintained. A register is taken of all children who attend and includes all adults present. Children's understanding of personal safety is well promoted through simple explanation, constant reminders as well as understanding and following the 'rules'. For example, children regularly practice the emergency

evacuation and remind each other that it is two at a time on the climbing frame. They enjoy visits from 'people who help us' and these include a local crossing patrol person who talks to them about road safety.

Effective deployment of staff, space and resources allows children to move freely and independently and ensures all areas are well supervised. Children are offered a wide range of resources and equipment that are safe, suitable, purposeful and checked daily for safety. Any equipment in need of replacement are purchased through a reputable company which complies with British safety standards. Children benefit from the high priority given to their safety. For example, staff efficiently monitor access to the building and this ensures unauthorised persons are unable to gain entry into the provision. Children are kept safe from harm because staff have a clear understanding of child protection and the procedures to be followed.

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

The provision is good.

Children are eager and enthusiastic to learn and show good levels of concentration. They are confident, independent learners who enjoy their time in the setting. They show a good level of awareness, are motivated and interested in what they do. Children are encouraged to make decisions, think for themselves and participate in a wide range of well organised activities and hands on experiences. They regularly initiate their own activities and also enjoy participating in group activities, responding well to staff's invitations and good questioning techniques. For example, they enjoy freely selecting sand, water and craft activities, but also readily become involved in more focused activities. Such as, helping to narrate the story of 'Goldilocks' using props and answering staff's questions that encourage them to think about the principle characters and what is happening.

Children's confidence, independence and self assurance is fostered and promoted effectively through lots of encouragement, support, appropriate challenges and praise. They benefit from a well organised learning environment that provides a broad, well balanced variety of resources which promotes their independent learning efficiently. Children relate well to each other and become involved in both group and individual play. They make strong relationships with individuals and share experiences. For example, children invite each other to listen to music and ask the inspector to listen, showing her how to use the headphones.

The quality of teaching and learning is good. Staff have a sound knowledge and understanding of the Foundation stage and demonstrate a good range of teaching methods. They have a good understanding how children learn, providing appropriate challenges to ensure children make sound progress. There is good interaction from staff to ensure children's progress continues. For example, children benefit from the interaction of staff that use open questioning techniques to encourage them to talk and think about what they are doing. This helps children to reinforce and consolidate their learning

Staff are aware of children's interests and needs. They interact with them well, encourage and support their imagination and curiosity. Children's individual needs

and welfare are well met through shared information and an effective key worker system. Parents receive verbal information on their child's progress and achievements on a daily basis. Detailed planning is in place and staff record good observations on children's achievements. This ensures all children make good progress. However, observations are not clearly linked into planning and this effects the planning of the next steps in learning for individual children.

Children demonstrate a sense of pride in own achievement. For example, a child writing their name on a painting is told 'well done' and replies proudly 'been writing for ages'. Children show increasing independence in selecting and carrying out activities. They select water play, independently and responsibly inform staff by pointing to the water and say 'playing in water' while putting an apron on. They are happy and confident to play act in front of a small group with support from staff and a selection of props to 'this is grandma's hat'.

Children show great interest in technology. They look at the inspector's laptop and say 'my dad has one'. When asked if they wanted to do their name, they respond by eagerly stepping closer. Older children easily find all the letters of their name, and then proceed to count from one to nine naming the numbers individually before pressing the keys. Younger children find most letters and counted from one to four while pressing the keys. However, the opportunities for children to operate technology items are inconsistent. For example, children have ready access to items, such as calculators, telephones and hi-fi equipment, but the computer remains closed during most sessions unless an adult is available to supervise.

Children are very confident and often initiate interactions with other people. For example, a child approaches the inspector with a broken cereal carton (plastic) saying, 'look its broke'. When asked 'do you think we can find something to mend it with' the child replies 'yes' takes hold of the inspector's hand and directs her to the craft table.

Children show a real interest in illustrations and print in books. They help themselves to books, turn them the right way up and point to the pictures, going on to describe them. For example, pointing to the picture of a monster says, 'ooooo scary', 'monser'. They are learning to distinguish one sound from another and while writing say the letters out loud occasionally looking at the phonic letter display on the wall. Older children are provided additional opportunities to write by being asked to make labels and captions for displays throughout the setting. Younger children are learning to draw lines and circles using gross motor movement to draw. For example, younger children draw a circle for 'Willie Wonka' adding the 'eye' and 'mouth'.

Children show interest in the world in which they live and are gaining an awareness of the cultures and beliefs of others. They are introduced to different celebrations and express enjoyment while celebrating cultural differences. For example, dressing up in traditional clothes and learning the traditional Indian dance Dandia Raas. They enjoy making diva lamps, decorating a hand template and making traditional coconut sweets.

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

The provision is good.

Children are happy and secure in the setting. They are valued as individuals and their personalities are well known. There is an effective key worker system and good communication between staff and parents.

Children confidently express their ideas and listen to those of others. They show a good sense of belonging and are encouraged to make a positive contribution. Children benefit from the effective promotion of equality of opportunity and there is very good support for children identified as having special needs. Children's understanding of similarities and differences is promoted well through a combination of positive discussion, interesting activities and hands on experiences. There are good resources reflecting positive images that are used to promote positive discussion, but these are not effectively integrated into every day activities.

Partnership with parents is very good. Parents are provided with a prospectus which contains good information about the setting and the areas of learning. They are encouraged to share information, receive daily verbal feedback and are encouraged to be involved in their child's learning through spending time in the setting. Clearly written policies and procedures are readily available for parents and are implemented successfully by staff who demonstrate a good understanding of them.

Children are well behaved and their understanding of right and wrong is promoted through stories, group rules and simple discussion. They take turns, respect one another and enjoy being positive role models. For example, they gently remind each other not to run. They respond well to staff's effective management of their behaviour which does not stigmatise them, but helps them to be aware of the implications of their actions.

Overall, the children's spiritual, moral, social and emotional development is fostered.

## **Organisation**

The organisation is good.

Children benefit from a well-organised environment where they are supported by a good ratio of experienced and qualified staff who work well as a team. Effective implementation of detailed, well written policies and procedures contribute to children's welfare, care, learning and enjoyment. Children benefit from staffs enthusiasm, motivation and enjoyment as well as understanding of their role and responsibilities in developing children's learning. Staff are aware of the need to improve the evaluation of their planning to ensure they are successfully linking children's observations into planning their next steps. This will ensure children's individual learning needs are met.

The leadership and management of the nursery education is good. They value and respect staff's views and ideas and these are represented at committee meetings. Staff are encouraged and provided training opportunities to continue to develop their knowledge and understanding of child development. Although, there is no formal system in place for assessing staffs individual training needs.

The setting evaluates the provision they provide through feedback from parents, regular team meetings and former inspection reports. Staff have identified the outdoor provision and the effective inclusion of positive images into every day activities as areas to further improve the quality of nursery education.

Overall the provision promotes children's well-being and meets the individual needs of the range of the children who attend.

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

Since the last education inspection the setting has taken positive steps to improve their education provision. For example, a good selection of resources reflecting positive images have been introduced, children can freely access a music centre and the outdoor play area is a regular feature of staff's overall planning. This enhances children's learning. There is a small climbing frame and organised activities provide more opportunity for children to work at their skills of climbing and balancing. The effectiveness of the care and education provision is monitored through staff and committee meetings.

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

There have been no complaints made to Ofsted since April 2004. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint 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 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 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):

- develop an effective system to ensure staff's individual training needs are met.

#### **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):

- plan opportunities for children to access ICT equipment more frequently
- improve procedures to link observations of children's progress to planning, so that challenge is increased when planning their next steps in learning.

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