



St John's Church Pre-School Nursery

Inspection report for early years provision

Unique Reference Number	109595
Inspection date	24 April 2006
Inspector	Maria Lumley
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Registered person	St Johns Church Pre-School Nursery
Type of inspection	Integrated
Type of care	Full day 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 John's Pre-School Nursery opened in 1977. It operates from two church buildings, each having access to the large church hall, a kitchen, the toilets and a small enclosed outdoor area. The pre-school serves the local community. The group opens five days a week, Monday to Friday 09:15 - 11:45, and 12:45 - 15:15, and they also operate a lunch session from 11:45 - 12:45.

A maximum of 52 children may attend the pre-school at any one time. There are

currently 95 children aged from 2 to under 5 years on roll. Of these 71 receive funding for nursery education. Children with special needs are catered for as are those with English as a second language.

There are a total of 16 staff, the majority of whom hold an early years qualification. All staff regularly attend training sessions. The setting receives support from the Local Authority and the Pre-School Learning Association. The group is committee run, with close partnership between the group and the committee.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted through the clear and effectively monitored procedures throughout the pre-school. For example, staff clean the toilets regularly throughout the day and wash tables with anti-bacterial sprays. Children are actively encouraged to be independent and take responsibility for their personal health and hygiene. They select tissues from a low level table, wipe their noses, and dispose of used tissues in near by bins. Children know why they must wash their hands after using the toilet and before snack. They help themselves to anti-bacterial soap and dry their hands on disposable paper towels. This minimises the risk of cross infection. One child said " I must get rid of all the dirt before I have my lunch, I don't want germs in my tummy". Children are learning about healthy living through planned activities such as "Dirty hands". Children are well cared for following accidents. All staff are first aid trained, they take appropriate actions to ensure children remain calm and receive suitable treatment following an accident.

Children enjoy a variety of healthy snacks and drinks provided by the pre-school which contribute to their health and development. These include fresh and dried fruits, for example, banana, apple, pear, grapes, water and milk. Children are familiar with healthy eating. For example, one child said, " strawberries, cauliflower and carrots are good for you", another child responded by saying, "so are apples". A leaflet called "Healthy eating for children" is shared with parents. It includes useful advice and information. For example, it lists what foods constitute a healthy lunchbox. This has positive outcome for children, as parents prepare healthy lunch boxes for children that stay at pre-school for lunch. Children enjoy their snack and lunch time experiences, they are well supervised by staff and are very social occasions with lots of chatting. However, the group do not provide plates and children eat directly from the table which compromises their health. Children have access to water throughout the day and this ensures they are kept hydrated.

Children negotiate indoor space with confidence, and move around furniture and floor activities carefully. For example, a child negotiated his way across a duplo activity, slowly placing his feet so as not to stand on any of the resources. Children demonstrate very good awareness of space in the large hall. They hold their arms out and turn around on the spot, adjusting their positions until they have a clear space around them. Children have regular opportunities to develop their physical development through well planned activities. They are competent in moving in a

variety of ways such as creeping quietly, swerving like a plane and reaching up tall then curling into a ball. Children have daily opportunities for outdoor play and fresh air. Children play on see-saws, they are able to adjust their body weight to successfully make the see-saws move and learn that by exercise and body movement, they become warmer. After using a see-saw one child said "this makes me hot".

Children's small muscle control and development is effectively supported through a range of well planned activities. For example, children knead play dough and use scissors and tools with dexterity and confidence.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is assured in this secure and child friendly environment. Staff are very well deployed and vigilant in staffing the entrance door at arrival and departure times. This ensures that all visitors are monitored effectively to promote a secure setting for children. Children are very well supervised by the high ratio of staff. Staff are vigilant in ensuring children's safety both indoors and outdoors. Children have a clear understanding of evacuation procedures, to ensure they can leave the building quickly and safely in an emergency. These are practised regularly with the children.

The well maintained, child height furniture is used effectively to create separate areas for particular activities and play opportunities. For example, comfortable child sized settees are positioned to create a quiet book corner and divide the room. Staff make sure that the toys and equipment are safe and suitable for the children. For example, they provide children's steps by the toilets and hand basins so children can access them safely. Children are interested in the wide range of good quality toys and play equipment, a selection is set out each day. In addition children help themselves to resources which are stored in easily accessible low units around the room. Consequently, children of all ages can participate in all activities safely. Children are reminded of how to keep themselves safe through staff talking and reminding them of rules, this reduces the risk of accidents and injury. For example, at the craft activity a child stood up and with some scissors, a member of staff reminded him that he needed to sit down with the scissors as they are sharp and that they could hurt somebody.

Children are well protected as staff have a secure knowledge of child protection issues and procedures. The comprehensive child protection policy informs parents of the staff's responsibilities, and clear records are kept of any visitors to the group.

Helping children achieve well and enjoy what they do

The provision is good.

Children are excited to arrive at the setting and are happy to part from their carers, seek out friends and settle at activities. They relate very well to staff who take an interest in what the children have to say, making the children feel important and

valued. Children have access to a wide range of play activities that keep them busy and stimulated. Activities are well set out and enticing to the children. For example, children are excited to play in the vet area, which was partitioned into waiting room, reception room, treatment room and recovery room. They had access to a wide range of resources to support their play, such as stethoscopes, thermometers, vets clothes, pet foods, soft toys, pens, paper and telephone.

Nursery Education.

The quality of teaching and learning are good.

Children benefit from staff's good knowledge of the Foundation Stage curriculum. All areas of learning are included on detailed medium, weekly and daily plans. They identify learning intentions, ensuring that children follow a varied and broad curriculum. Assessment records identify children's developmental progress as they move through the pre-school. This allows staff to plan the next step in children's learning. There is an effective key worker system in place and staff know their children well. Activities are effectively evaluated to adapt them for more and less able children. Staff use a range of effective teaching methods to support children's progress and development. These include questioning, demonstration, explanation, praise and listening. Staff support children when required, but give them space and time to work things out for themselves. Staff ensure that all resources are in place to make sure that activities run smoothly and that children receive maximum benefit from activities. Staff encourage children's independence at the majority of tasks and activities. For example, children are encouraged to pour their own drinks from the jug and they use the toilets and wash and dry their own hands independently. However, when getting changed for physical play, staff are inconsistent and children's independence is hindered by adult intervention. Children with special needs are very well supported in the group. Activities, resources and timetables are adapted to ensure that all children are fully included. Children with special needs have access to the same opportunities to enhance their learning and development.

Children are very confident. They wait outside the pre-school excitedly waiting for it to open. One child said "I want to go in now". They arrive happily at the setting and are enthusiastic to experience the range of activities provided, and are highly motivated. Children part from their parents and carers and quickly seek out special friends at the group. They have formed close bonds with staff who ask them about their weekends and families. Children respond well to staff's instructions and know right from wrong. Children remind each other of the rules. For example, when they are asked to line up one child kept moving around, another child said "stand in the line like me". Children talk freely about familiar events in their lives, such as parties and family events, taking an interest in what each other has to say. Children show great care and consideration for others. For example, one child had a headache, another child asked him "Are you OK ?" and cuddled him. Children enjoy selecting and reading books in the comfortable book area. They join in familiar stories and anticipate what is coming next in new stories. Staff read stories well and add interest by changing their voices for different characters, making it an enjoyable and exciting experience for the children. Children select their name cards and sound out some of the letters. Children learn to sign as another way of communicating and use actions during rhymes and songs.

Children are resourceful and imaginative in the home corner, and enjoy prolonged involvement in child initiated role play activities and display good imaginative skills. For example, children play out a tea-time scene. A child poured out a cup of tea, then added and stirred in imaginary sugar. Children enjoy exploring and experimenting with a range of media. They use clay and play dough and explore the textures. The children roll, mould and cut shapes using cutters. Children count to ten and above during everyday play and activities. They compare sizes and shapes and show interest in number problems. Children are inquisitive and explore their environment. For example, children look for spiders, ants and snails in the garden and talk about the plants. Children are developing an understanding of the wider world through activities such as Chinese New Year and Diwali. Children look at photographs of these events, one child said, "that's me making a dragon mask and a clay dragon". They point out and name the chop sticks and Chinese fan in the photographs. Children are becoming aware of their local community and they enjoy visits from the local fire officers and community beat officer. Children are very competent in using the computer. They listen and follow instructions and are able to control the mouse, to click and drag.

Helping children make a positive contribution

The provision is good.

Children are very well behaved and staff have high expectations for children's behaviour. Staff speak to them and to each other with respect and interest, providing a good role model. Children know and are familiar with the clear and consistent boundaries. For example, when staff ring the bell, children know that this indicates that they need to stop what they are doing and listen for instructions such as help to pack away. Staff use praise and encouragement at all times and consequently children have high levels of confidence and self esteem. Children are aware of the golden rules that are displayed on the walls and are polite and thoughtful to each other.

Children have access to a very good range of resources which show positive images of diversity, for example, sets of figures from Asia and Africa. The figures cover all ages from babies to elderly people and some have disabilities and use wheelchairs and walking sticks. Children also regularly access the book area and view images of different countries, cultures and abilities. "Welcome" poster in different languages is displayed on the walls. These images ensure that children from different cultures feel valued and teaches all children about differences. Children with special needs are well supported by experienced and trained staff.

Partnership with parents and carers is good. Parents are very well informed about what is happening at the group through regular newsletters and informal discussions. Children benefit from the strong links between home and pre-school as it promotes consistency between both settings. Parents and carers of children in receipt of nursery education funding are very well informed about the Foundation Stage Curriculum and the areas of learning. They meet with key workers each term to discuss their child's progress. Parents are fully aware of the areas of learning that staff are focusing on with their children. They are given ideas and work sheets to do

at home to help their child.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children receive very good quality of care as the majority of staff are well qualified and experienced. Most staff have worked at the pre-school for many years and they work well together as a team. All staff are clear about their roles and responsibilities within the group. There are very good induction procedures in place for new staff, who are well supported by the more established staff members. There are effective contingency plans to cover holidays and sickness, this ensures that staffing levels are maintained and children receive high levels of adult support. Deployment of staff is very good. Activities are well organised and supervised to support children's learning and to keep them safe. However, staff have not fully considered the organisation of lunches. All required documentation, which contributes to the children's health, safety and well-being is in place.

The leadership and management of the pre-school is good. Children benefit from a motivated and committed team who work well together. Through on-going staff development and training the children achieve well. The manager delegates responsibilities and the staff are committed to their own personal development. Training is positively encouraged and the pre-school frequently organise in-house training events. There are effective systems that monitor and evaluate the quality of nursery education. The pre-school are able to identify the strengths and weaknesses of the group and implement procedures to make improvements. The comprehensive and detailed operational plan ensures all policies and procedures are well written, shared with parents and are used to monitor the provision.

The setting meets the needs of the range of children for whom it provides care and education.

Improvements since the last inspection

At the previous care inspection the provider agreed to ensure all paperwork, as required under the National Standards, was in place. Safety has been improved as the register now details the times that children arrive and leave the pre-school.

At the previous nursery education inspection the provider agreed to improve the grouping of children for some activities to ensure they receive sufficient challenge in their learning at their own level of ability, particularly with developing some outdoor play sessions and the opportunities for linking sounds with letters. The provider also agreed to improve opportunities for children to develop their use of books for enjoyment and their understanding and listening skills with stories.

Children's experiences in the outdoor play area have improved as they are now split into two groups. This gives them better access to resources in more controlled

environments. Outdoor play is well supervised and staff encourage children to learn new skills and explore the environment. A member of staff is deployed in the book area throughout the day. This has enticed children to access the area. Children enjoy looking at books and listening to stories which are read by staff.

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 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):

- continue to develop the hygiene procedures at meal times

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):

- increase children's opportunities to develop their independence when getting changed for physical play

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