



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY242745

DfES Number: 543417

INSPECTION DETAILS

Inspection Date 06/11/2003
Inspector Name Claire, Alexandra Parnell

SETTING DETAILS

Day Care Type Full Day Care
Setting Name St Peter's Church
Setting Address St Peter's Street
Maidstone
Kent
ME16 0FL

REGISTERED PROVIDER DETAILS

Name Asset Networks Limited (Selective Learning) 03842621

ORGANISATION DETAILS

Name Asset Networks Limited (Selective Learning)
Address 180 Wardour Street
London
W1F 8LB

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

St Peter's Church day nursery has been registered since September 2002.

St Peter's is a privately owned nursery, located in the centre of Maidstone. The nursery operates from a renovated church, consisting of a large ground floor play area for all ages, an entrance lobby, a kitchen, milk kitchen, baby play room, baby messy room, baby sleep room, 3 toddler rooms, staff toilets, toilet facilities for all age groups, a pre-school unit and a large outside play area. The staff also have access to an office and staff room. The nursery is situated near a main rail link.

The nursery is open five days a week, Monday to Friday, all year round apart from bank holidays and a week at Christmas. The nursery operates from 06:30 until 19:00.

At present there are 45 children on role. Of these there is one four year old who receives funding, and five three year olds, of which three receive funding. There are no children attending with Special Needs or that have English as an additional language.

The nursery employs 17 members of staff of which 13 have qualified status. Six staff are currently attending and completing training to either NVQ level two or three qualifications.

The nursery has regular support from its sister nursery in London and the Early Years Advisory Teacher.

How good is the Day Care?

St Peter's Church day nursery offers good quality care for children.

The nursery has more than necessary staffing for the children attending, to meet the set ratios, therefore the children have the opportunity of further one to one care or small group work. The nursery does need to address the management structure, particularly when emergency situations arise. The children have access to large

amounts of space, either in set age and ability rooms as well as communal areas for siblings and different age groups to play together. A good range of equipment and activities is made available to the children, who are able to access most of these independently. Most of the required documentation is recorded and securely stored, however some can be expanded, updated and made available.

The safety of the children indoors and on outings is met well, with procedures in place to ensure safety is regularly checked, however potential hazards need to be made safe in the garden. Most health records are recorded satisfactorily, however some records need to be recorded sooner by staff. The nursery follows very positive behaviour management procedures, of which are implemented by most staff. Children are offered praise and recognition for achievements. Children are treated as individuals and their needs are met well in all aspects.

The children are offered a good range of activities, well planned for, including the toddlers and baby rooms. All children have development records available, including progress and areas of development to strive for. Staff have good understandings of child development and offer age and stage appropriate activities.

The nursery has excellent relationships with the parents. Parents who have questions or queries about the care of their children have the relevant information available to them verbally and in writing.

What has improved since the last inspection?

This the nursery's first inspection therefore no improvements have been recorded.

What is being done well?

- The nursery offers care to all children with regard to their individual needs. The kitchen staff and child care staff have a high regard for the child's likes, dislikes and preferences as well as intolerances and restrictions when catering for children's appetites. Children are given the opportunity to follow their own sleep patterns, particularly in the baby room, and support is given sensitively to parents who need additional time to discuss their child's needs.
- Children are offered more than adequate space and equipment throughout the whole nursery. The communal area in the main hall is used imaginatively for structured activities such as music and physical activities as well as free play at the beginning and end of each day. Activities are accessible to all children in all the rooms, allowing them the freedom of choice from planned activities and self selected equipment. The staff allow flexibility in their routine for spontaneity.
- The nursery staff work well as a team. Staff are committed to the care of the children, showing devotion and strong relationships to the children. The staff support each other during challenging situations. The overall structure of staffing routines and children's routines are met flexibly to allow for all the children's needs to be met.

What needs to be improved?

- documentation; to consider producing a student induction pack, to ensure all accidents are fully recorded within appropriate timings and to update the staffs file to include relevant child protection information
- staffing; to ensure procedures for a named deputy are in place for emergency situations
- behaviour management; to ensure procedures are implemented by all staff
- safety; to ensure all potential hazards in the garden are made safe.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Consider producing a student induction pack, particularly with regard to the care of babies.
2	Ensure procedures for a name deputy are in place for emergency situations.
6	Ensure potential hazards in the garden are made safe.
7	Ensure all accidents are recorded appropriately.
11	Ensure behaviour management procedures are implemented by all staff.
13	Update staff's file to include local child protection details and contacts.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

St Peter's Church Day Nursery is an acceptable provision and offers good quality education. At present there are no funded four year olds attending but the three year old children are making generally good progress towards the Early Learning Goals.

The teaching of the children does have significant weaknesses. The staff have a good knowledge of the Foundation Stage and Early Learning Goals, using this knowledge for effective planning of daily activities linked to the stepping stones of the six areas of learning. However, only one area of learning is concentrated on each week, therefore evidence of children's progress in other areas can be missed. Systems are in place to support children with special educational needs and those with English as an additional language.

The staff team offer continuity to the children through the planned structure of the day and it's activities, even when senior staff are absent. However children's mathematical development needs extending through the use of practical activities and further use of mathematical language. The children's behaviour is generally good, however all staff need to be consistent with the use of positive agreed strategies, when children show challenging behaviour.

Leadership and management of the nursery is generally good. The management team take an active role in the education of the funded children, working along side staff to ensure continuity and offering experienced practice. The staff have opportunities through out the year to review their development and training needs to offer further opportunities for the children.

The nursery's partnership with parents and carers is generally good. The parents have access to a good range of information, either through newsletters or daily activities and development records. Staff feed back verbally on a daily basis to parents and carers. However, parents only receive information about the focus area of learning for that week.

What is being done well?

- The children are interested, inquisitive and questioning learners, actively participating in all activities, either pre-planned or initiated by the children themselves.
- All the staff work well as a team, offering continuity within the educational programme throughout the week, regardless of who is on duty that day.
- Children show reciprocal, respectful and caring relationships towards each other and the adults working with them. They offer others the time and opportunity to have a go or discuss their ideas.
- Children communicate confidently and are beginning to have an

understanding in the written word and show an interest in stories and books.

- Staff make good use of the local environment, children's own experiences and natural objects to extend the children's knowledge of the world around them.

What needs to be improved?

- the planning and implementation of mathematical language and concepts of shape, size, number recognition, counting and comparison throughout all practical activities
- the use of songs and music throughout the session, particularly linking songs to topics
- the evaluation of activities , to expand evaluative records for all areas of learning for all funded children
- the opportunities for three year olds to make marks throughout all activities.

What has improved since the last inspection?

This is the settings first educational inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The three year olds are confident learners, interested in activities and eager to expand their learning. They are aware of other children and their peers. They have the ability to negotiate and discuss their needs with adults and children . They are aware of the routine of the day and will remind others of what is happening next .However, staff miss opportunities to encourage children's independence, particularly with self serving at meal times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Most children are confident listeners and communicators. They speak out in groups and express their needs to adults. They organise their play including other children and use appropriate language for description. Some three year olds understand links between letters and sounds, showing an interest in the written word through labels, posters and books. However, staff miss opportunities to extend children's enthusiasm to make marks through role play and creative activities.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Some three year olds have an understanding of basic shape and size, they can compare big and little and more and less. However staff miss opportunities to extend number recognition through practical activities. They also miss opportunities to count, compare, recognise shape, colours and use mathematical language throughout all activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Most three year olds are interested and inquisitive, taking an interest in all activities made available to them. They ask questions about how, why, when and where. They identify experiences in their lives and can re-tell these, describing the event, where it was, who with and what happened. They show a keen interest in construction and malleable activities as well as living things, investigation their properties and their uses.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Most three year olds move cautiously and carefully in clear space and when using large equipment such as bikes and trikes. They use tools effectively for a purpose such as rolling pins, cutters and jugs for pouring drinks. Some three year olds react to physical activities showing an awareness of the effect it has on their bodies, however staff miss opportunities to discuss these effects and why they happen.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Three year olds use pre-selected media to create 2 dimensional and 3 dimensional shapes through junk modelling and painting activities. They use their imagination through role play to re-create experiences from home. However, the staff miss opportunities to use music and song to connect with the topic, allowing children a further understanding of what they are learning about. Staff do not give the children opportunity to select their own songs or the time needed to participate.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Assess, plan and implement the use of mathematical language, concepts using shape, size, number recognition, counting and comparison; initiate songs and music related to topics and expand opportunities for three year olds to make marks, throughout all practical activities.
- Review and expand the evaluation of activities, to include all areas of learning for all funded children.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.