



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY239264

DfES Number: 511931

INSPECTION DETAILS

Inspection Date	05/10/2004
Inspector Name	Margaret, Ann Sandfield

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	St. Lawrence Pre-School
Setting Address	St. Lawrence Village Hall, Church Road, Stone Street Seal Sevenoaks Kent TN15 0LL

REGISTERED PROVIDER DETAILS

Name	The Committee of St. Lawrence Preschool
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ORGANISATION DETAILS

Name	St. Lawrence Preschool
Address	Village Hall, Church Road Stone Street Sevenoaks Kent TN15 0LL

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. Lawrences Pre-school opened in 2002.

It operates from the small hall and the large main hall of the village hall, which is in the village of Stonestreet near Sevenoaks. The pre-school serves the local village, surrounding villages and towns.

There are currently 20 children from 2 to 4 years on roll. This includes 14 funded three and four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The group opens five mornings a week during school term time. Sessions are from 09:15 to 12:00 and two afternoons from 12:00 to 15:00.

Seven part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification.

How good is the Day Care?

St.Lawrence provides a good standard of care.

Children are very confident, independent, happy and relate well to staff and each other. Staff plan and provide the necessary facilities and a stimulating range of activities and play opportunities, which develop children's emotional, physical and intellectual capabilities well. They make adaptations and provide additional resources to ensure inclusion of children with special needs.

The premises are safe, secure, suitable for their purpose and are very welcoming to children. They have good access to a wide range of indoor toys, resources and equipment that are of a suitable design and condition, well maintained and conform to safety standards.

Staff take positive steps to promote children's safety within the setting and generally

ensures proper precautions are taken to prevent accidents. They demonstrate a very good understanding of how to promote the health of children and follow procedures to prevent the spread of infection.

Parents demonstrate that they are extremely happy with the standard of care their children are receiving. They are given clear information about the provision including policies and procedures, information about how staff plan and provide care and educational experiences for their children. Parents and staff share all relevant information to enable children to have their needs including special needs met in accordance with parents wishes.

What has improved since the last inspection?

not applicable

What is being done well?

- Suitable arrangements are in place to protect children from persons not vetted. Staff are deployed effectively and are vigilant about children's safety at all times. There are effective systems in place for the safe arrival and departure of children. Fire safety notices are clearly displayed.
- The premises and outdoor play area are safe, secure, clean, warm welcoming and suitable for their purpose.
- Staff plan and provide stimulating play experiences for all children. They make very good use of space and resources, provide appropriate support and guidance, enabling children to choose confidently and freely from a broad range of toys and equipment, which promotes their learning in all areas.
- They provide furniture, indoor equipment and toys that are appropriate for their purpose and helps to create an accessible, safe and stimulating environment for children.
- There are very good procedures in place in the event a child is sick or when there is an accident. Staff are actively encouraging good health and hygiene practices.
- There are very good systems in place for the regular exchange of information between parents/carers and staff members. Staff work in partnership with parents to meet the needs of the children, both individually and as a group, including special needs. Parents are happy with the service their children are receiving.

An aspect of outstanding practice:

All children are actively included and their differences acknowledged. Staff have a very good knowledge and understanding of working with children with special needs. The arrangements for resources and the environment are adapted to help children take part in activities, including arrangements for dignity and privacy.

What needs to be improved?

- the procedures to follow in the event a child goes missing
- the review of multi-cultural resources
- the risk assessment on all new resources and toys.

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
6	Ensure balancing equipment is safe.
9	Ensure all multi-cultural resources are of a good quality.
14	Ensure a lost child policy and procedures to follow are available.

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

How effective is the nursery education?

The provision is acceptable and of good quality. Children are making generally good progress towards the early learning goals.

The quality of the teaching is very good. Staff know children well and have a secure understanding of how children learn and the early learning goals. The teaching challenges children and enables them to learn effectively. There are very good relationships within the group and staff work well together. They plan effectively, which is supported by a wide range of quality indoor resources. However this was not reflected to the same degree outdoors. Staff encourage children to develop independence wherever possible.

Leadership and management is very good. The staff team appear well motivated, which impacts positively on the children's play experiences and ensures they are happy, confident, interested, enthusiastic and involved in their play.

Partnership with parents is very good. Staff place a great deal of emphasis on working in partnership with parents, actively seeking parents views and encouraging them to share knowledge of their children's needs, including special needs. They provide very good information about the provision including visual evidence of how activities relate to the early learning goals and the experiences their children are receiving.

What is being done well?

- Children are developing good language skills. They enthusiastically ask questions, taking turns to speak, expressing views and communicating their thoughts and ideas during very well planned group activities. Staff use appropriate questioning skills and give constant praise and encouragement.
- Staff have clear boundaries for behaviour and are good role models. As a result children's behaviour is exemplary. Children relate very well to each other and the adults. Children choose confidently from a wide range of indoor resources and move freely from one activity to another.
- Children show a good use of books and are given many opportunities to understand that print can be used for a variety of reasons through the use of indoor number and word labels. They are given good opportunities to recognise and write their names and also recognise and say letter names and other words starting with the same letter. They practice forming letters through themed letter topics formally and during play.
- Children have opportunities to compare numbers and count through practical activities, showing a developing understanding of addition and subtraction. They are beginning to use mathematical language to describe and compare shape and quantity.

- Children have experience of a variety of interesting topics and activities that encourages them to compare similarities, differences, patterns and change. Children are developing technology skills through a range of computer programmes.
- Children have very good opportunities to use a wide range of tools and indoor equipment.
- They handle tools, objects, construction and malleable materials safely and with increasing control.
- Children move around confidently, imaginatively safely, in control and co-ordination throughout the sessions. They are given opportunities of learning how to stay healthy.
- Children explore a wide and imaginative range of media and materials during practical activities and when actively involved in craft.

What needs to be improved?

- the opportunities to consolidate maths skills during outdoor play
- the opportunities to use/develop maths ideas to solve problems
- the increase in opportunities for children to explore their local environment
- the extension of outdoor play to fully challenge more able children.

What has improved since the last inspection?

Progress since the last inspection is generally good. The provision has addressed all actions from the previous action plan.

The now provide a range of balancing equipment including a trampoline.

They continue to encourage children to write their own names and form letters of the alphabet through themed number topics.

Children are beginning to practice joining pre writing patterns together during an imaginative Write Dance activity.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff are sensitive to the needs of the children and know them well. As a result children are confident, interested, enthusiastic and are entirely involved in their play and learning. Children choose between activities selecting resources for themselves. They demonstrate a very good understanding of agreed codes for groups working together harmoniously. However children do not have opportunities to be fully independent due to the layout of the building.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate very well as a result of the high level of adult to child interaction. They are given meaningful opportunities to extend their language through good questioning techniques and everyday practical play opportunities. Children are actively encouraged to communicate their thoughts and feelings, explore new ideas and recognise and write their name. They are given opportunities to understand that print can be used for a variety of reasons.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are provided with practical opportunities to develop an understanding of addition and subtraction and learn to recognise and say numbers through the use of number names during song time, numbers labels and in displays. As a result children demonstrate a sound knowledge of counting, saying, recognising and using numbers in familiar contexts with children able to count confidently up to twelve. However staff missed opportunities to re-enforce these concepts during outdoor play activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children extend their understanding in this area through the provision of a stimulating range of practical activities using all senses. They talk confidently and enthusiastically about events in their own lives and those of others. However there are few opportunities to explore the local environment. Children have opportunities to practice computer skills through a range of programmes. They experience a variety of topics and activities, comparing similarities, differences, patterns and change.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children are provided with a wide variety of indoor tools and equipment and as a result they are developing their manipulative and co-ordination skills well. As a result they handle tools, objects, construction and malleable materials safely and with increasing control. There is a limited range of large outdoor play equipment. However children move around confidently, imaginatively safely, in control and co-ordination. They are given opportunities of learning how to stay healthy.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore a very wide range of media and materials during practical activities and when actively involved in creating artwork using all senses. They sing confidently and enthusiastically simple and more complex songs and action rhymes. Children are very involved in an imaginatively resources creative Write Dance activity, which also supported their developing writing skills extremely well.	

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

- provide more opportunities to consolidate maths skills during outdoor play
- increase opportunities to use/develop maths ideas to solve problems
- explore ways for children to understand their local environment
- develop outdoor play opportunities to fully challenge more able 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.