



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY224997

DfES Number:

INSPECTION DETAILS

Inspection Date	03/03/2004
Inspector Name	Patricia Webb

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Peters Pre School
Setting Address	Pedmore Lane Stourbridge West Midlands DY9 0SW

REGISTERED PROVIDER DETAILS

Name	The Committee of St Peter's Pre-School 1035194
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ORGANISATION DETAILS

Name	St Peter's Pre-School
Address	Pedmore Lane Stourbridge West Midlands DY9 0SW

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 Pre-school has been registered since 1985. It is now sited in St Peter's Church Centre in the Pedmore area of Stourbridge. It operates from two rooms within the centre. There is a fully enclosed rear garden where children can access outdoor play.

There are currently 49 children on the roll. This includes 5 funded four year olds and 21 funded three year olds. Children attend for a variety of sessions. The setting supports children with special needs.

The group is open Monday to Friday, 09:15 - 12:00, term time only.

There are eight members of staff working directly with the children of whom five hold relevant child care qualifications. Two members of staff are currently working towards a level 2 qualification. The setting receives support from the teacher mentor service of the Early Years Development and Childcare Partnership (EYDCP). St Peter's Preschool is also a member of the Preschool Learning Alliance (PLA).

How good is the Day Care?

St Peter's Pre-school provides good quality care for children.

They offer a warm welcoming environment where children are happy to attend and settle quickly into the familiar routine. An innovative method of displaying children's work enhances the rooms used, valuing the children's creative work. Well researched resources assist progress in children's overall development, offering them the opportunity to self selecting during the sessions. Staff are aware of their roles and responsibilities, and all the relevant documentation is maintained, however the child protection procedure does not detail the procedure to be followed in the event of an allegation made against a member of staff.

Staff are diligent in ensuring that children are safe and secure in their care. Consistent routines ensure that good hygiene practices are followed. Children have

two systems for taking their mid morning snacks. A café style is rotated with a more formal whole group system. Children develop their social skills and have an element of choice in when and with whom they have their snacks. A committed staff team supports children with additional needs very well. A positive working relationship with other agencies ensures that a consistent approach promotes individual children's overall progress.

Staff interact skilfully with the children, children's behaviour is very good and staff are consistent in their approach. Children are aware of the expectations and their self esteem is fostered through a system of valuing and acknowledging achievement pertinent to each individual child.

A strong positive relationship is fostered with parents. They are aware of the key worker system and discuss their child's progress regularly. A sense of mutual trust encourages an effective exchange of information to take place enabling staff to get to know children well and meet their individual needs.

What has improved since the last inspection?

Not applicable as this is the first inspection following re-registration in the present premises.

What is being done well?

- A comprehensive induction system is employed to ensure that all staff and students are made fully aware of the policies and procedures that guide the practice within the setting.
- The group offers a bright, child focused environment. Space is well organised to afford children opportunities to partake in a wide variety of activities that extend their overall development.
- Children's independence and self esteem is fostered very positively as staff encourage them to prepare their own snacks and develop firm friendships with their peers when accessing the café.
- Behaviour is exemplary as children are aware of the expectations. They refer to the pictorial set of "rules" when discussing these boundaries within their own play situations, developing a sense of personal responsibility.

What needs to be improved?

- information regarding the procedures to be followed in the event of an allegation of abuse being made against a member of staff.

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
13	Ensure that the child protection statement includes reference to the procedures to be followed in the event of an allegation of abuse being made against a member of staff.

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

How effective is the nursery education?

St Peter's Pre-school provides generally good quality nursery education.

Effective teaching helps children make generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development, with mathematical development a particular strength of the setting.

Teaching is generally good with some very good aspects. Staff are confident in their knowledge of the Foundation Stage supported by a strong senior management team that values training and individual input into planning. Skilful interaction with the children contributes to their overall progress. Planning is detailed and comprehensive, covering all areas of learning although it is not clear how planning is adapted for children of differing abilities. A wide range of inspiring activities encourage children to become absorbed in their play and persevere with some tasks. Children with special needs are well supported as staff work closely with other agencies involved to provide a consistent curriculum appropriate to their specific needs.

Children are encouraged to express their ideas and "news" verbally and through creative activities. Occasionally, during large group times, some younger children's concentration drifts particularly if waiting for their turn during physical activities. Some activities are observed to evaluate how effective and appropriate they are in promoting children's learning. Detailed observations are carried out on individual children to assess their stage of learning. This is not always used effectively to inform future planning for the next steps in children's development.

Parents are well informed of their children's progress and the ethos of the preschool. They are encouraged to take an active part in the daily sessions through a parent rota and assisting in the topics their children are following.

What is being done well?

- Children speak clearly and fluently as a result of the staff's consistent interest and engagement in their play and conversations.
- Children develop their learning in mathematics through an effective balance of well planned activities and the general, day to day routine of the group.
- Older, more able children have the opportunity to develop their levels of concentration during some sessions that are specifically designed with a more structured curriculum. Children become engrossed and persevere at their chosen activity either on their own or in co-operation with their peers.
- Staff work very well as a team to provide an interesting range of activities, positive role models and a harmonious learning environment.

- Staff contribute to the planning and suggest topic subjects with confidence, knowing that their ideas are valued and implemented by a senior management team committed to on-going staff development

What needs to be improved?

- the planning to clearly identify adaptation, extension and challenge for children with a range of differing abilities;
- the use of assessment of children's learning to clearly indicate the next steps in each child's progress.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection.

Senior staff have undertaken appropriate training and this is shared with the staff team on a one to one basis. This ensures that each member of staff is clear about the learning objectives and can effectively contribute to planning and implementation.

Children now develop an understanding of pattern, shape and space through a range of planned activities encouraging them to look closely at these concepts in their everyday routine.

The development of clear assessment records is still being developed. A new format of developmental profile is being used and staff are becoming more familiar with the system.

A wide range of appropriate equipment affords children the opportunity to develop their balancing and climbing skills on a daily basis both indoors and outdoors.

Staff interact sensitively with children particularly when involved in role play. They are intuitive when assessing how to balance adult direction with allowing children to take the lead in their own imaginative play.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and chatty. They settle quickly into the familiar routine and build positive relationships with both adults and peers. They understand the concept of rules and the expectations of their behaviour. They share and take turns, following direction with confidence when accessing self chosen activities. Many children display high levels of interest in activities becoming engrossed in play. Independence is fostered developing a sense of personal responsibility.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have the opportunity to speak in both large and small groups without pressure. They discuss "daily news" and share ideas verbally with each other and the adults. Some older, more able children write their names clearly and are beginning to develop phonics, linking sounds to letters such as T for Tuesday. They develop an understanding of the written word having meaning and purpose such as the appointment book for the doctors and researching design for junk modelling.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Many children count confidently beyond ten recognising numbers up to twenty. More able children are developing mathematical ideas to solve practical problems through activities and the daily routines of the setting such as circle/register time, snack times and the pictorial rules. They show awareness of shape within their environment for example, comparing a stargazer lily with an octopus. Addition and subtraction is developing through effective one to one activities with staff.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the world around them and people who help society such as fire-fighters, nurses and police. Children show awe and wonder when involved in simple but inspiring activities like preparing a fresh pineapple and opening parcels of new resources. They frequently talk about past and present events in their own lives. Effective use of their surrounding environment, such as when shopping, develops their understanding of the local community.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently around the setting both indoors and out. They have a wide range of equipment available and staff encourage them to be active. They co-operate with each other in ring games and large group activities. Some younger children become impatient when waiting for their turn. Children use tools with dexterity and increasing skill and understand the need for safety when using scissors replacing them appropriately.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore colour, texture and shape through various mediums and relate this to their topic work. They express their ideas through art and craft and imaginative play assisted by a wealth of resources from which they can access freely. An awareness of music is developed and children sing familiar songs with enthusiasm. They enjoy demonstrating their skills to parents and other users of the centre such as the Christmas concert.	

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

- Improve the overall planning to clearly indicate differentiation for children of differing abilities. Identify adaptations and challenge that extend more able children
- Review the recording of the assessment of children's progress to demonstrate how this effectively informs future planning for the next steps in children's development.

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.