



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 146010

DfES Number: 518805

INSPECTION DETAILS

Inspection Date 30/04/2003
Inspector Name Angela Ismond

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Andrews Pre-school
Setting Address 1-2 St Andrews Road
Tidworth
Wiltshire
SP9 7EP

REGISTERED PROVIDER DETAILS

Name St Andrews Pre-school

ORGANISATION DETAILS

Name St Andrews Pre-school
Address 1-2 St Andrews Road
TIDWORTH
Wiltshire
SP9 7EP

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 Andrews Pre-School has been registered since 1991 and operates from two adjoining semi-detached ex military quarters in the small town of Tidworth, in Wiltshire. Most of the children attending the group are from military families.

The premises consist of 7 downstairs rooms as play space, with the upstairs being used as storage and staff facilities. Outside the recently refurbished garden consists of a grassed area with a bark chipping path, flower beds and vegetable patches. The front garden consists of a flat concreted area.

The pre-school is registered to provide sessional day care for 42 children aged from 2 to 5 years of age. The group is open from Monday to Friday from 09:15 to 13:15 during term times. There are currently 49 children on the register who attend in part time sessions including 18 funded 3 year olds and 16 funded 3 year olds. Some children who attend have English as an additional language. The pre-school caters for children with special needs.

There are ten members of staff, three who have relevant child care qualifications and the remainder have commenced NVQ training. All staff have current first aid certificates.

The pre-school is a member of the Pre-School Learning Alliance and receives support from the Early Years Team of the local authority.

How good is the Day Care?

St Andrews Pre-School provides satisfactory care for children aged 0 - 5 years.

The pre-school provides a warm and welcoming environment for both children and parents. Each of the play rooms are used creatively to provide the children with a range of activities where they can freely explore and investigate. Activities are well planned, interesting and stimulating. Children are occupied, happy and interested in the play opportunities provided. A particular strength is the provision of role play

equipment and opportunities, to develop the children's imagination. In general the indoor and outdoor areas are safe.

Staff listen to the children and value what they say. They encourage the children to talk about what they are doing and to ask questions. Staff use open ended questions to make the children think and to develop their language. Praise and encouragement is readily offered.

There are effective systems in place for the regular exchange of information between the parents and staff. Parents notice boards, newsletters, home/pre-school link books ensure that up-to-date information is readily available for the parents. Procedures keep parents well informed about the provision including policies. Parents views and support is valued and welcomed by the staff.

A large majority of the required documentation is in place. Records are reviewed and updated to reflect the changing needs of the children, service and families. Staff are receptive to attending training courses to keep them up to date with developments in child care.

What has improved since the last inspection?

At the last inspection staff agreed to set out an operational plan to include a policy for lost or uncollected children, maintain the building in a suitable state of repair including the kitchen floor and toilet areas, name a suitably qualified Deputy to take charge in the absence of the Play leader and to forward an action plan detailing how the group intends to meet minimum staff qualification levels. An operational plan is now in place and includes a policy for lost or uncollected children, the flooring in the kitchen and toilet areas has now been replaced, there is a suitably qualified Deputy in place and staff have commenced NVQII training. This has resulted in the setting improving its paperwork, the fabric of the building and staff training.

What is being done well?

- The pre-school is well resourced. Activities provided are well planned, interesting and stimulating. The selection is varied to cover all areas of learning in particular the provision of role play equipment to develop the children's imagination. (Standard 3 & 5)
- Staff spend time talking to the children and listening to them. They use open ended questions to develop the children's language and thinking. (Standard 3)
- The pre-school has strong links with parents. They are provided with regular, up to date information regarding their children and the routine of the group. (Standard 12)
- Children are happy, well occupied, know the routine well and are interested in the play opportunities provided. (Standard 3)
- The premises are used creatively to meet the needs and ages of the children attending the pre school. (Standard 2, 3 & 4)

- Staff are receptive to attending training to keep them up to date with developments in child care. (Standard 1, 2 & 3)

What needs to be improved?

- safety in the garden to ensure that hazards are minimized. (Standard 6)
- recordkeeping to ensure that the register of daily attendance includes departure and arrival times of the children. (Standards 2 & 14)
- medication consent forms to ensure that parents are requested to sign to acknowledge medication administered by staff. (Standards 7, 12 & 14)
- the complaints procedure to ensure that it includes the name, address and telephone number of the regulating body. (OFSTED) (Standards 2, 12 & 14)
- fire safety equipment to ensure that smoke detectors conform to safety standards. (Standard 6)

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
14	ensure that parents are requested to sign medication consent forms to acknowledge medication administered by staff	16/05/2003

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

Std	Recommendation
6	maintain fire safety equipment to ensure that smoke detectors conform to safety standards
12	ensure that the complaints procedure includes the name, address and

	telephone number of the regulating body (Ofsted)
14	ensure that the register of daily attendance includes children's arrival and departure times
6	make the gas shed and hazardous plants safe or inaccessible

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

How effective is the nursery education?

The children at St. Andrew's Pre-school are making very good progress towards the early learning goals.

The quality of teaching is very good. The staff have a sound understanding of the early learning goals. They plan an appropriate range of activities for all six areas of learning. Staff are particularly skilled at promoting children's imaginative play. In some areas of the provision, the older and more able children would benefit from more challenge in the activities. The setting is very well resourced. The resources are arranged so that the children can be self sufficient and independent. The staff encourage appropriate behaviour, children are well behaved, keen to learn and happy. The setting is promoting equal opportunities well.

The quality of leadership and management is very good. The play leader and staff have a clear vision of the aims of the pre-school. The play leader ensures staff are confident of their role and responsibilities, and encourages them to work together as a strong team. The staff have regular meetings to evaluate, share and plan activities. A staff appraisal system is used. There is a strong commitment to ongoing training and development. The staff are very open to new ideas and seek outside advice when necessary.

The partnership with parents is very good. Parents receive appropriate information about the setting from newsletters, notice boards, and a well presented prospectus. Parents are always welcomed into the pre-school. The use of home/school diaries and child profiles, gives parents information about their children's progress. These also enable parents to share what they know about their children, and to be involved in their learning. The children are very confident and enjoy attending pre-school.

What is being done well?

- Staff's good understanding of the early learning goals enables them to provide a balanced, interesting programme in all six areas of learning.
- The appropriate choice of a good range of resources, particularly those that encourage the children's development in imaginative and role play
- The development of children's understanding and enjoyment of the natural world, and their opportunities to learn about different cultures, and celebrate different festivals.
- Children are encouraged to be confident, helpful and well behaved, and they are sensitive to each other's needs.
- Children are learning to listen to others and to use language in a variety of situations with confidence.

What needs to be improved?

- . challenges set for more able and older children.

What has improved since the last inspection?

St Andrew's Pre-school has made very good progress since the last inspection, all the key issues have been addressed appropriately. There is now an attractive, well resourced, reading and listening area, which the children use with enjoyment. The language and literacy room and opportunities for mark making in daily play, encourage children's early writing skills well. The environment is planned to encourage children to select their activities and be self reliant. There is a good balance of free play and adult led activities. The children are becoming independent learners. Staff plan activities that promote all six areas of learning, and a suitable assessment system is now in place. The staff use this system to inform their future planning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's learning in personal, social and emotional development is very good. Children are confident and independent. They are helpful, well behaved and sensitive to each others needs. They are able to select their own resources, and work independently, or with others, as appropriate. They co-operate well with the staff and each other. Children can sit quietly and listen when required. They enjoy singing in front of the other children.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's learning in communication, language and literacy is very good. They are given many, well planned opportunities to write and make marks. They are learning, often through role play, that writing is used for different purposes. They enjoy books and stories. The well resourced reading and listening areas encourage children to use story tapes, read books, and use books for reference. The staff are skilled at introducing new words to the children, such as volcano, pail or tongs.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

In mathematical development the children's learning is generally good. Children can count to, and recognise numbers to ten and beyond. They are beginning to understand addition and subtraction through daily activities, such as ensuring everyone has a plate at snack time, or threading pasta. The setting has good resources for the children to learn about shape, position and size. The children are learning to solve practical problems when using construction toys and building with bricks.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

In knowledge and understanding of the world, the children's learning is very good. Staff plan many interesting and exciting opportunities for children to learn about their environment and the natural world. Children are encouraged to look closely, examine and investigate, usually from first hand experiences. Equality of opportunity is promoted appropriately. The children celebrate different festivals, and are learning about other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

In physical development the children's learning is generally good. Children use a range of resources both outside and in the playrooms, to learn how to move with control and co-ordination. In the garden the children ride bikes or climb on the frame with growing confidence. They are able to handle a wide range of tools, such as sieves, tongs and scissors, which they use appropriately, to explore malleable materials, and to build and construct.

CREATIVE DEVELOPMENT

Judgement: Very Good

In creative development the children's learning is also very good. Children are offered many different and interesting opportunities to explore colour, texture, space and form in two and three dimensions. They use musical instruments and really enjoy singing. Role play is a strength in the pre-school, the children are encouraged through a range of good resources and well planned activities, to express and communicate ideas through their imaginary and role play.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Points for consideration for improvement.
- Set more challenges to engage, and extend the learning for more able and older 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.