



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 103853

DfES Number: 582005

INSPECTION DETAILS

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| Inspection Date | 11/02/2004 |
| Inspector Name | Janette Mary White |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | St Williams Pre-School |
| Setting Address | Walderslade Road Chatham Kent ME5 9LR |

REGISTERED PROVIDER DETAILS

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|------|-------------------|
| Name | Mrs Anouska Joyce |
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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 William's Pre-School opened in 1982. It operates from three rooms in St Williams church in Walderslade, Kent. The pre-school serves the local area.

There are currently 52 children from 2 to 5 years on roll. This includes 16 funded 3-year-olds and 12 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports 4 children with special needs and 1 child who speaks English as an additional language.

The group opens five days a week during school term times. Sessions are from 9.30 to 12.15.

There are seven staff who work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Three of the staff are currently working towards a recognised early years qualification. The setting receives support from a mentor from the local Early Years Development and Childcare Partnership. It is a member of the Pre-School Learning Alliance.

How good is the Day Care?

St Williams Pre-School provides satisfactory care for children. The staff have clear routines that help children feel secure within a stimulating environment. They give positive attention to developing children's understanding of good hygiene practice. They emphasise safety at all times and children have an awareness of potential dangers. However, the space within the rooms does not always reflect the appropriate grouping of children.

The staff develop positive relationships with children, who are happy and settled. They plan and provide a range of interesting and stimulating activities. However, resources reflecting positive images of culture, ethnicity, gender and disability are limited.

The staff have positive relationships with parents and there are policies and

procedures which reflect the service they provide. They share information about the children and discuss the activities, and children's achievements. There are clear procedures and behaviour boundaries that are understood by both children and parents. However, the information that provides details of the procedure if the parent has a complaint needs updating.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The group has positive relationships with children. The staff spend time talking to them, playing with them and helping them to learn. The children are happy and settled.
- The staff plan a range of interesting activities for children of different ages. The children are happy and respect each others' differences. They have opportunities to play with the good selection of toys and equipment.
- The group meets the children's individual needs well. The staff enable the children to play happily together despite their age differences. The children learn from each other.
- The group offers a warm and welcoming environment. Parents and children are greeted at the entrance. The children move around freely making use of the space to extend their play.
- The children respond well to clear guidance and praise. They readily take part in planned activities and are happy to tidy away toys afterwards.
- The group is organized and presents parents with written information about their service and the children's achievements. The parents are aware of the service being provided and their child's progress.

What needs to be improved?

- the arrangements for the effective grouping of children
- the arrangements for ensuring the recording of accidents are retained
- the range of positive images that promote equality of opportunity
- the strategies to help children to understand behaviour boundaries
- the details of the procedure to be followed if parents wish to make a complaint
- the arrangements for ensuring the child protection procedure complies with local Area Child Protection Committee procedures
- the procedure for dealing with allegations of abuse made against staff, volunteers and students.

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 should have regard to the following recommendations by the time of the next inspection**

| Std | Recommendation |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9 | Ensure that children have an appropriate range of resources that reflect positive images and promote equality of opportunity. |
| 12 | Make available to parents a written statement that provides details of the procedure to be followed if they have a complaint. |
| 13 | Ensure that the child protection procedure and the procedures for allegations, made against staff, volunteers and students, complies with local Area Child Protection Committee (ACPC) procedures. |

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

How effective is the nursery education?

St Williams Pre-School provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

Teaching is generally good. Most staff have some knowledge of how children learn and the early learning goals. Staff provide the children with good role models and they have good relationships with the children. When children are working in large groups, staff do not manage the behaviour well and children miss opportunities to learn and develop. Staff work with children in small groups and allow time for one-to-one work, especially with children who have English as an additional language or special needs. Children are provided with a wide selection of activities, toys and equipment to meet their needs. The staff are beginning to assess and evaluate these activities.

Leadership and management is generally good. The staff work together well as a team, supporting each other and the children. Staff training needs are being identified and so that relevant courses can be attended. Staff meetings are held regularly and future learning needs of the children are discussed. Plans are not always clear and areas of learning are sometimes missed. The differing needs of three and four-year-olds are not identified. The group is receiving support and training from the Early Years Development and Childcare Partnership to address these issues.

The partnership with parents is generally good. Parents are able to see the proposed themes their children will take part in, displayed in the entrance lobby. Parents are able to talk to staff about their child at any time, especially if their child has a special need. Parents find staff friendly and approachable. Parents are kept informed of their child's progress through a contact book. They would like more information and access to their child's records. They see the proposed formal arrangements to meet staff and see records as a positive step forward.

What is being done well?

- Children's personal, social and emotional development is good. Children are confident and independent and form good relationships with staff and their peers.
- Children are confident communicators. They are able to use resources to act out every day activities and imaginary situations.
- Partnership with parents is positively encouraged. Staff are taking measures to improve the giving and sharing of information with the parents.
- The children are provided with access to a wide and varied supply of toys and equipment. They have freedom of choice and are very creative.

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| What needs to be improved? |
| <ul style="list-style-type: none">● the staff's management of children's behaviour when working in large groups● the regular use of information and communication technology● the written plans and the identification of children's individual needs in them● parents access to their children's records● staff appraisals and the identification of training needs● the inclusion of addition, subtraction and simple calculation into the mathematics curriculum. |

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| What has improved since the last inspection? |
| Not applicable. |

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children are able to form relationships, take turns and play together in small groups. They have a good understanding of the needs of others. Children show an interest and delight in their work and achievements, receiving praise and support from staff. Children's behaviour when in a large group is not of an acceptable level, they do not listen, follow instruction and are unable to concentrate.

COMMUNICATION, LANGUAGE AND LITERACY

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| Judgement: | Generally Good |
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Children understand that print carries meaning and show an enjoyment of books individually or in small groups. When in a large group they are easily distracted, talk and do not listen. Children are able to talk confidently and interact well with each other. They are provided with many opportunities to write and make marks. Staff reinforce and support their attempts at writing their own names.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Significant Weaknesses |
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Children are able to count confidently to ten, and some four-year-olds can count beyond this. Some four-year-olds recognise and write significant numbers, like their house number. Staff encourage children to use comparative language, for example 'big, medium, little', in practical play situations. There do not seem to be many opportunities for children to practise simple addition or subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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| Judgement: | Generally Good |
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Children learn about themselves, their families and the lives of others. They are able to visit the local area and learn about living things in their surroundings. Children are able to select toys and equipment freely which encourages their design and creative skills. The group has a computer available but has not used it yet as staff are not sure where to place it for maximum benefit.

PHYSICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children show an ability and confidence in the use of both large and small equipment. When taking part in physical activities as a large group, children's behaviour is not acceptable. They do not listen or follow instructions. Staff introduce healthy eating into the daily routine to help children understand the importance of keeping healthy.

| CREATIVE DEVELOPMENT | |
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| Judgement: | Generally Good |
| Children have access to musical instruments. They can make music and repeat patterns and do this well when in small groups. Children use their imagination well, especially four-year-olds in role-play. Children have opportunities to explore colour, texture, shape, sound and extend their imagination. | |
| 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

- Key Issues:-
- make regular use of the available information and communication technology
- include children's individual needs in the planning
- introduce staff appraisals and identify training needs
- provide parents with opportunities to meet staff and to discuss children's progress and records.

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.