



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 306497

INSPECTION DETAILS

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| Inspection Date | 21/02/2005 |
| Inspector Name | Sheila May Price |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | St Peters C of E Pre-School Playgroup |
| Setting Address | Thurstaston Road Heswall Wirral, Merseyside CH60 4SA |

REGISTERED PROVIDER DETAILS

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| Name | The Committee of St Peters Pre-School Playgroup 104406 |
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ORGANISATION DETAILS

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| Name | St Peters Pre-School Playgroup |
| Address | Thurstaston Road Heswall Wirral CH60 4SA |

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

St Peter's Pre-school Playgroup has been in operation since 1968 and it is situated in the grounds of St Peter's C of E Primary School in Heswall village. It occupies a single storey unit, with children having access to a play room and an entrance area that includes space for a computer and a listening area. The pre-school has its own safely secured outdoor play area.

The pre-school is run by a management committee, comprised of parents whose children attend. The majority of children live within the catchment area for St Peter's primary school and almost all children transfer to it. The pre-school is registered for 22 children to attend at any time. There are 65 children on roll aged from two years six months to four years. This includes 48 children in receipt of funded nursery education. Children attend a variety of different days.

The pre-school is open each week day morning from 09:05 to 11:35 during term time. It also opens on Monday and Tuesday afternoons from 12:45 until 15:15. In addition, Wednesday and Thursday afternoon sessions are available in the Spring and Summer terms for children who will start school in the Autumn.

There are six staff who work with the children of whom three have relevant qualifications in early years childcare and two others are working towards these. Staff are supported by an administrator. Guidance is provided through the local early years partnership. This setting has participated in a recognised quality assurance scheme and holds a certificate of accreditation with the Effective Early Learning project.

How good is the Day Care?

The standard and quality of day care at St Peter's Pre-school Playgroup is good.

There is very good use of space and resources both indoors and out. Displays are used effectively to make the premises welcoming. Staff have a good knowledge of the policies and procedures and records are well maintained. The Effective Early Learning project helps staff review practice. The manager and staff work well as a team and self appraisal is linked to further training. The training and development programme for the deputy is in need of reviewing.

Children are very well supervised and the premises are kept safe and secure. Risk

assessments for off site visits are not written down nor are there written safety procedures for outings. Staff follow good hygiene practices and ensure the children do the same. There is a healthy eating policy and children have good access to drinking water. A good number of staff are qualified to give first aid. Not all medical consents are yet in place. There is a good understanding of child protection issues and making a referral but less confidence about what to do if an allegation were made against a member of staff.

The programme of activities provided ensures funded children make very good progress towards early learning goals. Younger children are suitably supported in adjusting to changes and settling in so as to help them feel confident and secure. The relationships between the staff and the children are very good and creates a busy and happy atmosphere. Behaviour is very well managed. Children's individual needs are identified well through observations and assessments. The setting has yet to produce an inclusion and accessibility plan.

There is good partnership with parents. Good information is given about the educational programme and how parents can support learning at home. Information about the settings policies and procedures is adequately shared. Parents are made welcome and records of children's progress are shared well .

What has improved since the last inspection?

There were seven actions arising from the transitional inspection. These related to the medication policy, information for parents and consents from parents, policy development and keeping certain records. These have been mostly addressed appropriately to provide more accountability and thus more protection for children.

The personnel files now contain all the necessary information to show that there is an effective appointments system and that vetting has been carried out. A medication policy has now been included in the health and safety information along with a medication recording form. Consents from parents regarding emergency treatment is still not specific enough although there is consent at admissions for staff to administer first aid. The complaints procedure has been amended to include the name and number of the regulator and is in the policy and procedures booklet that is displayed. Reference is made to this booklet in the parents welcome letter and they are encouraged to confirm that they have read it. The special needs statement has been appropriately updated. A record of incidents is now maintained and shared with parents.

What is being done well?

- The staff make very good use of space and resources both indoors and out. Specific learning areas are set up with all the necessary resources at hand. Children are allowed to move freely from the indoors to outside making good use of the attractive outdoor play area.
- The programme of activities is very good and behaviour is very well managed. Staff plan very thoroughly to ensure all aspects of learning and

development are covered and that the activities are stimulating and fun. Because of good behaviour management children become confident learners.

- The manager works well with staff to review practice when taking part in the Effective Early Learning project. This has helped staff to understand the principle of self assessment and to use this as a means to identify areas of strength as well as areas for improvement.

What needs to be improved?

- the policy on inclusion and drafting the action plan for access
- ways to enable the deputy to complete a suitable qualification for her role
- the outings policy and written risk assessments for when children are taken off the premises
- the authorisations obtained from parents for the seeking of emergency medical treatment or advice
- the training for provider and manager regarding suitable procedures to be followed in the event of an allegation being made against a member of staff and review of the policy.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report since April 2004.

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 |
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| 2 | Ensure that the deputy completes a recognised qualification for her supervisory role. |
| 6 | Provide an outings policy and written risk assessments for when children are taken off the premises. |
| 7 | Obtain authorisations from parents for seeking emergency medical treatment or advice. |
| 10 | Ensure that there is an action plan for inclusion that addresses access, training and resources and keep this monitored and reviewed. |
| 13 | Seek further guidance to help the provider and manager know how to deal appropriately with an allegation made against a member of staff and put these procedures into the policy. |

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.