



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 147619

DfES Number: 511716

INSPECTION DETAILS

Inspection Date	13/07/2004
Inspector Name	Kay Williams

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St. Andrew's Pre-School
Setting Address	St. Andrews Church Lynford Gardens Edgware Middlesex HA8 8TZ

REGISTERED PROVIDER DETAILS

Name	The Committee of The Committee of St Andrew's Pre-School 1032082
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ORGANISATION DETAILS

Name	The Committee of St Andrew's Pre-School
Address	32 Bullescroft Road Edgware Middlesex HA8 8RW

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 Andrew's Pre-School has been established since 1968. It operates from St. Andrew's Church in Edgware. It operates from two rooms and has access to the garden and use of a the kitchen. The group serves the local and wider community. The immediate area is predominantly residential, with local shops and a park close by.

There are currently 23 children from 2-5 years on roll. This includes 2 funded 4 year-olds and 16 funded 3 year-olds. Children attend a variety of sessions. The setting supports a number of children with special educational needs and who are learning English as an additional language.

The group is open weekdays, during term time. Sessions are from 09:30 - 12:00.

Four full time members of staff work with the children. Two of whom have just achieved an introduction to pre-school practice, an early years qualifications to level 2. Parent's regularly help out during the session.

The group receives support from an early years teacher and a pre-school learning alliance advisor who offers advice on the curriculum.

How good is the Day Care?

St. Andrew's Pre-School provides satisfactory quality day care for children.

The group offers a warm and welcoming environment. The premise is set out with children in mind and the range of equipment offered is clean, safe and well maintained. Documentation and record keeping has been effectively developed and is of a good standard. Staffing levels do not always allow for appropriate ratios to be maintained and staff qualifications fall short of the National Standard.

Areas for promoting children's health are good, they enjoy a balanced, healthy, mid morning snack. Their personal health needs are appropriately met. Children are positively recognised as individuals and cultural diversity is valued, children with

Special Educational Needs and those learning English as an additional language are particularly well supported.

Children are well behaved. Staff provide positive role models and the behaviour management policy is consistently implemented by all adults. Relationships between the staff and children are a strong feature of the setting and as a result the children are confident learners. Children are grouped effectively overall, although daily routines lack sufficient opportunity for children to play outside and the end of the session is somewhat disorganised.

Parent's express high level of satisfaction with the standard of care and education offered at the pre-school. Relationships between staff and parent's are friendly and informal. Many children attending are siblings of children who previously attended. Verbal and written feedback keeps them up to date with their children's progress. Parent's are actively involved, helping out during sessions on a regular basis.

What has improved since the last inspection?

At the last inspection the setting agreed to develop an action plan outlining how the staff qualification requirements would be met and to develop correct procedures and consent forms. Procedure and consent forms have improved to a good standard, however staff qualifications continue to fall short of the required standard.

What is being done well?

- The staff team work well together, they are committed enthusiastic and clearly enjoy their role. They have good links with the local authority Early Years Development Child Care Partnership and regularly attend meetings and training sessions in order to develop and evaluate their practice.
- The wide range of well planned activities positively promotes children's independence. They are confident learners who clearly enjoy their time at the pre-school. They are developing well in all areas of the curriculum.
- Partnerships with parent's is a particular strength. The group is well supported by parent's and thrives on good relationships with them. Parent's help out often and raise a significant amount of funds which goes towards the children's equipment.
- Staff are calm and gently spoken and as a result children are well behaved.
- Relationships between the staff and the children are good. Adults have a good understanding of the emotional needs of the children, who in turn, are well settled and happy to be at the pre-school.

What needs to be improved?

- maintenance of appropriate staffing ratios, especially during staff absences
- the supervision of parent helpers

- qualifications of staff, particularly the supervisor
- aspects of the daily routine during outdoor play and at the end of the session.

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
1	ensure that parent helpers are not left in sole charge of children at any time.	15/07/2004
2	develop and implement an action plan that sets out how the supervisor will achieve a level 3 qualification	15/07/2005

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

Std	Recommendation
2	ensure that proof of staff qualifications are available at inspection
2	ensure that appropriate systems are in place to cover staff absences, making sure that child/staff ratios are maintained at all times
3	review the daily routine to provide children with more opportunity for outdoor play and make the end of the session more conducive to children departing calmly.

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

How effective is the nursery education?

St Andrew's Pre-School offers generally good quality nursery education where children enjoy learning through a wide range of interesting activities.

Effective teaching helps children to make generally good progress toward the early learning goals. They make very good progress in personal, social and emotional development, creative development and mathematics.

Teaching is generally good. The key strengths in personal, social and emotional development are due to staffs effective delivery of the settings behaviour management strategy. Staff are calm, gently spoken and the children are happy and co operative. Staffs knowledge of the foundation stage enables them to plan an interesting and appropriate range of activities. However there are gaps in this knowledge which results in some area of weakness the programmes for communication, language and literacy, knowledge and understanding of the world and physical development.

Staff assess the children's learning effectively overall and they know the children well. They observe and record their progress and use this information to plan future activities. However some of the observations are not evaluative and do not always identify what the children are learning, making planning less effective.

Leadership and management is generally good. Success of the setting is due to the committed staff team who work well together. Staff share a good understanding of early years practice and are committed to developing the quality of the provision through ongoing evaluation and training.

Partnerships with parents are very good. Parent's are well informed about the curriculum which allows them to support and extend their children's learning. They openly express satisfaction with the service they receive. Parent's spend a significant amount of time helping out in the setting.

What is being done well?

- Children are confident, settled and well behaved. They demonstrate good levels of independence, especially when selecting their own resources.
- The range of planned activities for children to develop large physical skills are very good.
- Creative art activities support children's learning well. They are varied, interesting and allow children to produce their own work.
- Parent's are kept updated on their child's development through annual written reports and regular verbal feedback.

What needs to be improved?
<ul style="list-style-type: none">● opportunities for children to write for a variety of purposes● resources which allow children to learn about living things● time spent using the outdoor play space● evaluation of the written assessment of children's learning.

What has improved since the last inspection?
Very good progress has been made since the last inspection. The four year old children now engage in more challenging activities. Staff teach them to add and subtract and to recognise letters. The programme for knowledge and understanding of the world now includes activities which encourage children to learn about cultures other than their own. Opportunities for children to explore why things happen have been extended. ICT is adequately supported.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children arrive enthusiastically. They part happily from their carer and independently select their own choice of activity. During board games they take turns and share fairly. Children are developing good relationships with their peers, working harmoniously together to construct a train. They demonstrate good levels of concentration and confidently express their needs. They are well behaved and are offered sensitive support from adults when self control breaks down.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident communicators, especially during group activities where they are asked to speak about their favourite foods. They enjoy independent use of books and listen well at story time. Children are encouraged to recognise their own names. Older children can do this competently. Staff teach children the sounds that letters make. Some children are able to write their name, although the level of opportunities for children to write for a variety of purposes is limited.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count reliably to 6 and sometimes beyond. Staff teach them to add and subtract through structured activities using number cards and plastic bears. Good practical opportunities encourage children to learn how to measure as they cut pieces of wool for a 2D collage. They use mathematical language appropriately to describe shape, size and height. Well planned activities allow children to weigh and compare quantities of salt.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing a good sense of time as they recall past events. Their design and construction skills are good. A range of well planned activities throughout the year allow children opportunities to experience cultures other than their own. They are able to explore and experiment through a range of activities. Staff teach them to observe change during cooking activities. There are however, too few opportunities for them to explore features of living things.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are developing a good sense of space. Their good health is well promoted and they are taught awareness of changes in their body when they are active. They use tools and malleable materials with increasing control. Well planned activities provide children with a wide range of opportunities which promote the development of large physical skills, including bike riding, climbing and balancing. However development is limited as insufficient time is offered to such activities.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are encouraged to develop their own creative ideas through a wide range of activities. Staff offer a varied range of art material for children to use to explore colour, texture and shape. They enjoy good role play opportunities where they learn to make sense of their world. They use the large hall for fun movement to music sessions. Musical instruments are regularly available. Children use their senses to describe what they can, smell, see, hear, taste and feel	
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

- develop staff knowledge of the early learning goals, in order that they may provide additional activities which address the weaknesses within the programme for knowledge and understanding of the world, physical development and communication, language and literacy.
- evaluate the written assessment of children's learning, linking this to the stepping stones in order to track and identify what children know and what they are learning.

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.