



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 127618

DfES Number: 582877

INSPECTION DETAILS

Inspection Date 16/06/2004
Inspector Name Fran Fielder

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Paulinus Pre-School Playgroup
Setting Address Hillcrest Road
Edenbridge
Kent
TN8 6JS

REGISTERED PROVIDER DETAILS

Name The Committee of St Paulinus Pre-School Playgroup 1054662

ORGANISATION DETAILS

Name St Paulinus Pre-School Playgroup
Address Hillcrest Road
Edenbridge
Kent
TN8 6JS

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 Paulinus Pre-School is a committee run group which opened in 1973. It operates from a church hall on the edge of Edenbridge. There are toilet and kitchen facilities and the group have access to a meeting room. There is a fully enclosed outdoor play area. The pre-school serves families from the local community and surrounding area.

There are currently 18 children on roll. This includes five funded three year olds and seven funded four years olds. The setting makes provision for children with special needs and for children who speak English as an additional language.

The nursery opens five mornings a week during school term times. Sessions are from 09.15 until 12.00 on Tuesday, Wednesday and Thursday and from 09.15 until 13.00 on Monday and Friday. The Friday session is for funded children only. Children attend for a variety of sessions.

Seven members of staff work with the children. All staff have a recognised early years qualification and two members of staff are on further training programmes. Five members of staff hold a current first aid certificate. The setting receives support from a mentor/advisor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

St Paulinus provides good quality care.

A qualified and experienced staff team work well together to ensure consistent care for children. The hall used is bright and welcoming with posters and displays of children's work. Space is well organised allowing children to move safely between activities. There is a good range of toys, materials and resources that children can select for themselves. There are many resources that reflect a diverse society. All documentation is in place but some written policies and procedures do not wholly reflect practice.

Access to the provision is well monitored. Regular risk assessments enable staff to identify potential hazards and minimise accidents. Routines for hand washing help children understand the need for good personal hygiene. Staff provide healthy snacks. Staff have a good understanding of their role in child protection and know how to proceed if they have concerns. Children are valued as individuals and their differences acknowledged. Suitable provision is made for children with special needs or who speak English as an additional language.

Children are happy and confident and develop good relationships with staff and peers. Children enjoy a broad range of well-planned activities that help develop independence and cater for all tastes. The regular use of the outdoor area ensures a good balance of physical and quiet play. Staff listen to children and join in child initiated games. Behaviour management is good and children respond to well deserved praise.

Parents receive a prospectus that gives good information about the provision. Regular newsletters and a notice board inform parents of play themes. Staff invite parents to discuss their children's progress. Many parents help in the group and join in social events which gives them a good insight into what their children do. Parents find staff friendly and approachable.

What has improved since the last inspection?

At the last inspection the pre-school agreed carry out a risk assessment to help identify and minimise risks. They also agreed to obtain prior written consent from parents to administer medication and to keep a written record, signed by parents, of all medication given.

A regular risk assessment helps identify and minimise risks to children. The pre-school staff check all areas used by the children on a daily basis. All equipment and resources are regularly inspected for breakages and either disposed of or mended. This ensures children's safety at all times and that there is no danger of injury from equipment.

All written documentation regarding the administration of medication is now in place. Records are clear ensuring staff and parents are aware of all medication given to children.

What is being done well?

- Relationships between staff and children are good. Children are very confident and staff are attentive and ensure children are secure and happy.
- Behaviour management is good. Staff are good role models and children are well behaved and extremely polite to staff and peers.
- Space and resources are well planned and well used to ensure a good balance of activities which are easily accessible to all.
- A good partnership with parents ensures children are well cared for. A constant two way flow of information means staff know the children well.

What needs to be improved?

- the written policies and procedures

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
14	Review policies and procedures to ensure all relevant information is included

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

How effective is the nursery education?

The provision for nursery education at St Paulinus is acceptable and of high quality. Children are making very good progress towards the early learning goals in all areas of learning.

Teaching is very good. Staff have a secure knowledge of the foundation stage and of how children learn. A stimulating environment and excellent resources ensures children learn through first hand experiences. They give clear explanations and a variety of teaching methods help all children reach their full potential. Staff plan a wide range of activities that promote learning in all six areas.

Staff are effective in supporting children who are less confident and challenge the more able children by using open-ended questions that encourage children to think. Staff organise a separate session for funded children when they set greater challenges for individuals and make more formal assessments of children's achievements. Behaviour management is good and staff build warm relationships with the children.

Leadership and management are very good. Aims reflect a commitment to improvement and to building good relationships with parents to ensure the best care and education for children. Staff work well as a team and clear communication allows them to provide a stimulating well-balanced programme. Management actively encourage staff to undertake training and offer good support.

The partnership with parents and carers is very good. Parents receive good information about the educational programme. Staff provide a welcoming environment where parents have regular opportunities to discuss their children's progress. Social events and helping out in the pre-school ensures good relationships and gives parents first hand experience of what the children do. Suggestions of activities to try at home help parents support their children's learning.

What is being done well?

- The provision for personal, social and emotional development is given a high priority. Children respond positively to staff, develop good social skills and behave well. They are keen to join in with activities and their levels of concentration are high. Staff offer good support to build children's independence and confidence.
- Staff create a well-planned, stimulating environment, where children learn through a wide range of practical activities, making good use of resources. Many learning opportunities are provided throughout the daily routine.
- Children are encouraged to use their imagination and express their ideas in different ways, such as role-play, dance, painting and collage. Excellent

resources and good adult support mean children can develop their creativity.

- Children enjoy books and listen avidly to stories. They become fully involved in the story by looking at the pictures and asking questions. They choose to look at books during free play and handle them carefully.

What needs to be improved?

- the short term planning

What has improved since the last inspection?

The setting have made very good progress since the last inspection when two points for consideration were raised.

Staff deployment is well monitored during group activities so that all children benefit from them.

Staff constantly review their own practice to keep up to date with the requirements in early years education. A regular assessment of children's development and achievements help staff plan activities to suit the individual needs of the children in their care.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, work well independently and in groups, take initiative and show good levels of concentration. Children have good relationships with adults and other children. They learn to co-operate and negotiate well during role-play. Children behave extremely well and respond quickly to requests for good behaviour. Children learn to share resources and show consideration for others and their environment.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's communication skills are developing well. They are confident when speaking during group activities. Children are confident writers. They frequently attempt writing during role-play and easily recognise everyday situations when writing is used. They learn to recognise and write letters during informal and meaningful activities. Children enjoy looking at and exploring books and listen intently to well read stories. They enjoy re-telling stories to their peers.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently and enjoy number rhymes. They use their fingers to represent numbers. Children learn about addition and subtraction through well thought out activities and are confident in recognising and using numbers in familiar context. Children enjoy a broad range of practical mathematical activities and develop their understanding of shape and number during free play activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are confident in discussing past and present events in their own life and those of other people. They gain an increasing understanding of where they live and the wider environment through well-planned activities both indoors and out. Children demonstrate excellent cutting and joining skills. They use appropriate materials and tools competently. Children are curious and show an interest in their immediate surroundings. They explore and investigate using their senses.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children skilfully use a variety of construction equipment to create models. They competently use a range of small tools, such as scissors, cutters, rollers and glue sticks. Children enjoy using a very good range of large play equipment and move confidently and safely both indoors and out. They show good co-ordination and their skills in climbing and balancing are developing well. Children learn about the importance of keeping healthy and follow good hygiene procedures.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children know colours and can distinguish between light and dark colours and recognise these as different shades. Children use their imagination and express their ideas in a variety of ways. Good resources in the role-play area encourage children to act out familiar scenarios. Children enjoy participating in singing sessions and have built up a good repertoire of songs and action rhymes. There are opportunities for children to play with musical instruments allowing them to explore sounds.

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:

- There are no significant weaknesses to report, but consideration should be given to the following:
- extend planning by documenting learning intentions in relation to the stepping stones.

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.