



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY248774

DfES Number: 511203

INSPECTION DETAILS

Inspection Date 25/06/2003
Inspector Name Debra Elizabeth Jean Dahlstrom

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Pauls Pre-School
Setting Address Marley Road
Poynton
Cheshire
SK12 1LY

REGISTERED PROVIDER DETAILS

Name The Committee of St Pauls Pre-School

ORGANISATION DETAILS

Name St Pauls Pre-School
Address Marley Road
Poynton
Cheshire
SK12 1LY

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 Paul's Pre-School opened in 1986 and due to a change in the registered person was re-registered in 2002. The pre-school is held in the 'Community Rooms' in the grounds of St Paul's Catholic Primary School in Poynton and serves the local community. Indoors the accommodation consists of two rooms and a foyer; the larger of the two rooms is used for energetic play, the smaller room for quieter activities and the foyer for creative activities. Outside the children are able to use both the secure playground and the large field. The management committee, who are responsible for the pre-school, have appointed a manager to take responsibility for the day-to-day running of the group.

The pre-school is registered for 26 children from two years old to five years, with the setting choosing to admit children between two and a half and five years. There are currently 30 children on roll, of these there are nine funded four-year-olds and eight funded-three-year-olds; there are no funded children for whom English is an additional language or who have been identified as having special educational needs.

A total of five members of staff work with the children and they all hold childcare qualifications equivalent to National Vocational Qualification(NVQ) Level 3. The pre-school receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP)

The pre-school is open term time only, five mornings per week from 09:00 to 12:00 and there is a rising five session on Wednesday afternoon 13:00 to 15.30, which runs from January to July for the older children who will be starting school in September.

How good is the Day Care?

St Paul's Preschool provides a good standard of care for children aged from two and a half years to five years.

The staff work well as a team and are clear about their roles and responsibilities in ensuring children are kept safe both inside and outside the premises. Staff effectively promote good hygiene in their daily routines with children , encourage a programme of healthy eating and dental care. This could be further enhanced by ensuring children can access drinking water at all times. Overall the premises are clean and systems are in place to maintain the building.

The environment is both warm and welcoming to children and their parents. There is good range of quality toys and equipment which are well organised and easily accessible to children.

Children's care learning and play are supported well by staff. They have formed good relationships with children and monitor their progress regularly. The development of activities to promote awareness of different cultures would further develop progress.

Children's behaviour is well managed. There are consistent boundaries in place, children are praised and positive behaviour is encouraged , recognised and valued. Children are confident, settled and happy.

There are good relationships with parents, they are well informed about their children's progress.

All records were in order, however they lack minor necessary detail in some instances.

What has improved since the last inspection?

Not applicable as this is the current providers first inspection.

What is being done well?

- Children are happy and settled and confident learners. They can access a wide range of activities which help them to progress in all areas of learning. (Standard 3)
- Staff plan interesting activities using a range of equipment and resources which are challenging to children and make them think (Standards 3/5)
- Children behave well, they are caring and have respect for staff and each other. They take turns, tidy away toys and respond well to guidance and praise.(Standard 11)
- Relationships with parents are good, information about children's daily routines, activities and achievements are shared both formally and informally.(Standard 12)

What needs to be improved?

- child protection policy needs to clarify the procedures to follow in the event of

an allegation made against a member of staff (Standard 13)

- the bullying statement to be included in the behaviour management policy (Standard 11)
- drinking water to be made more readily available to children(Standard 8)
- the toilets for the children need to be checked for cleanliness prior to the afternoon session starting (Standard 7)
- children's awareness of differing cultures and beliefs (Standard 9)

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
13	include in your child protection policy, the procedure to be followed in the event of an allegation being made against a member of staff or a volunteer.
2	ensure a record of all visitors is made
8	consider how drinking water can be made more readily available to children
9	consider how activities can be encouraged to promote an awareness of different cultures
11	consider including the statement regarding bullying in the behaviour management policy

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

How effective is the nursery education?

The children are making good progress towards the early learning goals. In particular the programme for physical development is now a strength of the nursery

The teaching is generally good with strengths in the day-to-day organisation of the sessions, in particular the established routines and the successful key worker system. All staff are well qualified and have a very good knowledge of the early learning goals. Planning is developing well however the medium term plans do not follow the same clear format as the recently developed short-term plans resulting in a lack of continuity between them. Planning for the rising five session lacks detail particularly in relating activities to the learning outcomes. Since the last inspection adult-led activities are now included in the daily routine along with a wide range of child-initiated activities. Resources are well-labelled, organised and accessible to the children. Staff have high expectations of children's behaviour who know there is appropriate behaviour for different situations. Staff use Cheshire's comprehensive assessment procedures however the method of completing the booklets is not consistent among the keyworkers thereby making it difficult to determine the rate of some of the children's progress.

The leadership and management of the nursery is good. Provision is well-managed by the committee who have appointed an effective day-to-day manager. The staff are well deployed and clear about their roles. The management committee successfully monitor and evaluate the effectiveness of the setting however they do not have a procedure for appraising individual staff members.

The effectiveness of the partnership with parents and carers is good. Since the last inspection parents are now provided with good comprehensive written information and are well informed of their children's achievements and progress.

What is being done well?

- The programme for physical development is very good; the children make effective use of the excellent outdoor facilities and the curriculum programme they follow ensures they are making clear progress towards the early learning goals.
- The day-to-day organisation of the sessions is effective, in particular the established routines and the successful key worker system. The staff are well deployed and clear about their roles.
- The procedures for behaviour management are effectively put into practice. The staff have high expectations of behaviour and as a result the children are well behaved and know there is appropriate behaviour for different situations.
- The effectiveness of the partnership with parents and carers is good. Parents are now provided with good comprehensive written information and are well

informed of their children's achievements and progress.

What needs to be improved?

- staff's procedures for completing the assessment booklets to improve consistency amongst the key workers to ensure that the rate of all the children's progress can be determined.
- management's procedures for monitoring and evaluating individual staff members to promote effective staff development.
- staff's medium term plans and all planning for the rising five session needs to be developed to become more consistent with short-term planning to consistently identify the learning objectives.
- children's understanding of other people's cultures and beliefs other than their own.

What has improved since the last inspection?

The nursery has made good progress with the three key issues raised at the last inspection.

Activities are now set out between the two rooms to ensure one room is quieter than the other helping children to concentrate for longer periods on adult-led activities. Additionally the management have introduced a rising five session on a Wednesday to cater more effectively for the older children's learning needs.

Staff have successfully introduced an excellent programme for physical development by Val Sabin that enables the children to work towards the early learning goals. The programme gives clear learning objectives and teaching strategies in activities leading to games and dance and the children are making clear progress.

Parents are now provided with good written information on the provision and are well informed about their child's achievements and progress. Parents are provided with a pre-school information booklet that includes basic information on the early learning goals and how to access more information should they require it. Regular newsletters are sent out to parents and up to date information on the current theme and children's routine is posted on the notice board in the foyer. The parents are now offered termly progress meetings on their children's achievement and progress with their child's key worker. Open nights are held to inform parents on specific area of learning e.g. Learning Through Play.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in this area. In free play activities children happily and confidently choose from a large balanced range of activities. . The children are well behaved and approach the staff easily and talk to them and each other about their experiences. The three-year-olds have settled well and formed friendships with each other. The children have limited opportunities to learn about other people's cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in this area. They to talk to staff and each other which extends their vocabulary and language for thinking. Table top games and other adult directed activities successfully promote the children's learning of letter sounds. Four-year-olds can recognise and write their own names and sound out the letters. Children listen well to stories and know how to handle books appropriately. They make good use of the varied opportunities for mark-marking.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in this area. Staff follow National Numeracy Strategy, Mathematical Activities for the Foundation Stage. In using this the staff are confidently covering all aspects of mathematics enabling the children to work towards the early learning goals. Adult-led activities in the Rising five session helps to extend the older children's learning, for example, the children have moved on to learning the names and properties of three-dimensional shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress in this area. They make good use of construction kits helping them to learn how to assemble things and make models. In small-world play and role-play the children are becoming familiar with the world they live in. Through the theme of seaside they are learning about the characteristics of things associated with the coast. Children learn about their own faith but have little opportunities to learn about the cultures and beliefs of other people.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. Children make good use of the excellent facilities for physical development. Staff follow an excellent programme that works effectively towards the children achieving the early learning goals. Children are provided with a wide range of activities to help them develop skills in handling tools and materials. They eat healthy snacks and have a good understanding of the need for hygiene.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in this area. There are a good range of activities to enable children to explore different media and materials through play dough, painting, construction, sand and water and writing. Children benefit from following an excellent programme that includes them responding to music and they also have good opportunities to play instruments. Through the theme of 'Seaside' they have created their own 'Rainbow Fish' using a range of collage materials.

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

- ensure the staff's procedures for completing the assessment booklets is consistent amongst the key workers to ensure that the rate of all the children's progress can be determined.
- develop procedures for monitoring and evaluating individual staff members to promote effective staff development.
- develop medium term plans and planning for the rising five session to ensure they are more consistent with short-term planning in identifying the learning objectives.
- provide the children with opportunities to understand other people's cultures and beliefs as well as their own.

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.