



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 305353

DfES Number: 518221

INSPECTION DETAILS

Inspection Date	27/04/2004
Inspector Name	Jane Shaw

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Sutton St. James Pre-school
Setting Address	Church Lane Sutton Macclesfield Cheshire SK11 0DS

REGISTERED PROVIDER DETAILS

Name	. Sutton St James Pre-Sch Commit
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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

Sutton St James Pre-School is a community based pre-school facility which has been operating now for approximately 32 years. The pre-school offers sessional care for children aged from two to five years. The pre-school is organised by an elected committee of parents, who act as the registered persons. The committee are registered to provide sessional care for a maximum of 32 children.

The pre-school operate Monday to Friday from 09:00 to 12:00, and Monday and Wednesdays from 13:00 to 15:00, term time only.

The group operate from Sutton St James' Church hall, which is in the village of Sutton on the outskirts of Macclesfield town. Children attending are generally from the immediate locality or surrounding villages.

Children have access to the main hall, smaller side room, toilets and hand washing facilities. There is also access to the hall's kitchen for the preparation of snacks. For outdoor play activities the children use the church hall car park, they also have access to the vicarage garden.

There are currently seven members of staff, two of whom are qualified in childcare and education, with a further two currently on appropriate training. All staff work with all children.

There are 34 children currently on the register, four of whom are funded four-year-olds and 13 funded three-year olds. Children who have been identified as having special educational needs and those for whom English is an additional language are supported within the group.

As the pre-school are in receipt of funding for nursery education, they have access to a Foundation Stage teacher and other advisory staff from Sure Start Cheshire. The setting are also members of the Pre-school Learning Alliance.

How good is the Day Care?

Sutton St. James pre-school are providing satisfactory care.

Sessions are well structured and organised and make good use of the available space to provide a range of activities and experiences for the different age groups. Staff are also well organised, having specific responsibilities throughout the session, they interact appropriately with the children, supervising and supporting the children in their activities well. Children have access to a good range of toys and equipment which supports their learning and development. All relevant documentation is in place, however, some amendments are required. Ofsted should be informed of any changes to the registered person, and appropriate clearance undertaken.

The children are cared for in a safe, secure and healthy environment, staff are vigilant about the children's safety, using appropriate precautions where necessary. Healthy snacks are offered to the children during the morning, they are encouraged to have good hygiene practices. All children are encouraged to, and have the opportunity to participate in all activities and experiences. Children with special needs are well supported within the group, having equal access to all experiences and support where necessary.

Staff plan a good range of activities and experiences in line with the Foundation Stage. Sessions are planned around themes and involve the children in interesting and stimulating activities. The provision of these activities and opportunities, the well organised staff and daily sessions, all have a positive impact on the provision and the children's development and achievements. A positive behaviour management philosophy and staff as good role models, results in children's good behaviour.

There is an effective partnership with parents, they speak positively about the care and opportunities their children receive. They are encouraged to be involved with the group in a variety of ways including parent rota and as committee members.

What has improved since the last inspection?

At the last inspection, the registered person was asked to address seven actions, these related to documentation, policies and accessibility to the building.

Three actions, involved the pre-school in formulating procedures for the recording of complaints, existing injuries to children and incidents, and where appropriate to inform parents, obtaining signatures, to show this has been done. Procedures are now in place to ensure these issues are dealt with and discussed with parents.

The pre-school were asked to ensure that parental consent was obtained for the seeking of emergency medical treatment, the involvement of children in outings away from the setting and for the taking of photographs. This is now included on the child's enrolment form, which parents complete prior to their child starting at the group.

A fifth action asked the group to formulate a written risk assessment procedure. The staff group now undertake regular risk assessments of the building and activities and update this on a frequent basis.

The setting were also asked to ensure that staff contact details are available at all times when the group is in operation. This action has been completed.

The final action asked the group to implement plans to address accessibility issues. This has been dealt with, and the building is now accessible for persons with disability problems.

The successful completion of the above actions, ensures that parents and staff are kept up to date with all issues relating to the care of the children, and that the provision is able to meet the needs of all children, parents and carers.

What is being done well?

- The good organisation of the provision in terms of staffing, grouping of children, activities and the use of space, is providing the children with an environment in which they are receiving effective childcare and education. Good staff ratios are in place at each session. Staff are well deployed, and are clear about their roles and responsibilities. Good staff supervision and support of children's activities ensures that all children are engaged in worthwhile experiences and that their behaviour is good.
- The children are offered a good range of activities and opportunities that are assisting them in their learning and overall development. Staff are appropriately engaged with children in all activities. Staff record observations and assessments of development and achievements for all children.
- Children are cared for in a safe, healthy and secure environment, staff are vigilant about children's safety and well being at all times. Children are offered healthy snacks and drinks mid-morning.
- Children with special needs are well supported within the group, and are included in all activities and experiences.
- There is a good behaviour management policy in place, which focuses on 'striving for a well-balanced, sharing and respectful attitude' within the children in their care.

What needs to be improved?

- the notification of changes to the registered persons, and appropriate clearances to be undertaken
- the procedures for completing the daily attendance of staff, visitors and children
- the formulation of a procedure to be followed in the event of an uncollected child, the amending of the behaviour management and child protection policies.

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 committee members acting as the registered person inform Ofsted of any changes and undertake appropriate clearance.	01/09/2004

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

Std	Recommendation
2	ensure that the actual times of arrival and departure of children, staff and visitors is recorded on a daily basis.
2	formulate a policy showing the procedure to be followed in the event of an uncollected child.
11	amend the behaviour management policy to include reference to bullying and the name of the person responsible for behaviour management issues.
13	amend the child protection policy to show the procedure to be followed in the event of an allegation being made against a member of staff or volunteer, and include contact details for local child protection services and the police.

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

How effective is the nursery education?

The funded nursery education at Sutton St. James pre-school is of high quality, and enables the children to make very good progress towards the Early Learning Goals in all six areas of learning.

The quality of teaching is very good, staff have a good understanding of the early learning goals, and how children learn, they undertake regular training in this area. Staff are clear about their expectations of the children, they have a good behaviour management philosophy, are good role models, and as a result children's behaviour is good.

There is a well planned programme of imaginative and interesting activities and experiences to support children's learning in all six areas. Activities are supported by a range of good resources. Staff know the children well and give all children, including those with special educational needs, good support and encouragement to enable them to participate.

Planning is evaluated well, and is used to assess children's development and achievements against the stepping stones, these evaluations are effectively used to plan further topics and activities.

The leadership and management of the setting is very good. Staff have clearly defined roles within the staff team and on a daily basis during each session. Staff work together well as a team and are all involved in assessing both the setting as a whole, and the educational provision. Feedback is given to the parents' committee on a regular basis.

The pre-school's partnership with parents and carers is very good. Parents are given introductory information, plus information on the educational provision and the early learning goals. They have access to present and forthcoming topics to enable them to participate with their child's learning at home and within the group. Parents and carers are made to feel welcome and are encouraged to be involved in the group. They spend time talking informally to staff about their child's development and have access to written records.

What is being done well?

- Staff have an appropriate behaviour management philosophy which looks at striving for a well-balanced, sharing and respectful attitude in the children. This philosophy coupled with staff portraying as good role models, results in children's good behaviour. Children are independent, polite and show care and concern for others, particularly younger children who attend the group.
- Good quality teaching and staff interaction ensures that the children are learning and achieving well. Children are developing good language and

communication skills, and are confident when speaking in front of large and small groups. There are lots of opportunities for the children to use their imagination and language for thinking including music sessions and the use of puppets.

- A well planned programme of activities and opportunities is in place which gives appropriate emphasis across all six areas of learning. These plans are well evaluated and monitored and are used to inform future planning. The recording of children's development and achievements is continuous and is used to complete their assessment records. These observations and records are used to plan future activities.
- Children with special educational needs are well supported within the group, they are included in all activities and experiences. Staff work in partnership with parents and appropriate agencies to ensure that the children are included in all activities.
- There is a very good partnership with parents and carers in place. Parents and carers receive good information and feedback on their children's activities and achievements.

What needs to be improved?

- further opportunities at snack times, for the children to develop their existing good physical and personal independence skills.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have developed the provision of equipment and activities to promote the children's understanding of technology and other cultures and traditions, which were raised as points for consideration in the previous report.

Children have regular opportunities to develop their skills of technology by using various pieces of equipment within role play situations, and also through the provision of a computer. Children are able to use these pieces of equipment skilfully and with competence.

There are many opportunities within the planned programme for the children to look at traditions and to be involved in the celebration of festivals from their own and other cultures. Planned themes and activities are supported by a good range of resources.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and are able to speak in front of others in both large and small groups. They are independent in terms of selecting toys and equipment, and personal tasks, this could be developed even further through more opportunities to be independent at snack time. Staff have high expectations of the children and as a result their behaviour is good, they are polite and well mannered, and show care and concern for others, particularly the younger children who attend.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children show confidence when speaking in front of others and are developing good language and vocabulary skills. They have many good opportunities to use language to think, predict and to describe, as they look at, and record how their bulbs are growing. Children sit quietly and listen attentively to instructions and to stories read by staff. Children recognise their first name, as they collect their name flower on arrival. Children have good pencil skills, writing names or mark making.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children are developing a good understanding of shape and size and the use of positional language. They are involved in measuring and recording the growth of the bulbs they have planted. Children are able to count from one to ten and beyond, as they count objects and each other at register time. Children recreate patterns, and match and sort as they help at tidy up time. They have a good understanding of shape, using various shapes to represent different parts of their models or paintings.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are presented with many good opportunities to think, observe and predict through planned topics. They look at and record the growth of the bulbs they have planted and talk about what they need to help them grow. They competently talk about themselves, their families, past and present events. The children are offered opportunities to look at their own and other cultures and traditions. Their use of the computer and other technological equipment shows good levels of skill and competence.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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The children move confidently and safely around the room and during outdoor play, showing an awareness of space, toys and others as they do so. A range of equipment gives the children the opportunity to practise their skills of climbing, balancing, travelling under, through and over, throwing and catching. The children are able to use a range of both large and small tools and equipment with competence, joining together train track, using scissors, rulers, and tearing tape as they build models.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children join in excitedly with music sessions, they are able to play instruments 'loudly' or 'quietly', 'quickly' or 'slowly' as they accompany chosen songs. They use a variety of textures and techniques in their art and craft and experimental play. They create three-dimensional models from various materials and use their imagination to describe what these models are, and can do. They are able to mix paints to enable them to find the correct colour when painting the amaryllis they have grown.

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 the following point for development should be considered in the Action Plan:
- the provision of further opportunities at snack time, for the children to develop their existing good physical and personal independence skills.

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.