



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 306373

DfES Number: 520021

INSPECTION DETAILS

Inspection Date 22/04/2004
Inspector Name Sheila May Price

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Christ the King Playgroup
Setting Address Christ the King RC Primary School
Allport Road
Wirral
Merseyside
CH62 6AE

REGISTERED PROVIDER DETAILS

Name The Committee of Christ The King Pre-School Playgroup
Committee

ORGANISATION DETAILS

Name Christ The King Pre-School Playgroup Committee
Address Christ the King RC Aided Primary School
Allport Road, Bromborough
U/A
Wirral
CH62 6AE

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

Christ the King Pre-School is a well established setting run by a voluntary management committee with representatives from the local parish. It operates from a classroom in Christ the King Roman Catholic Primary School in Bromborough and is self contained with its own toilet facilities. There is a safely enclosed outdoor play area for the pre-school's sole use. Sessions operate term time only from Monday to Friday 09.00 to 11.30 and 12.30 to 15.00. A maximum of twenty four children can attend at each session aged from three to five years. The number of children on the register is 62 of whom 34 are funded three year olds and 21 are funded four year olds. The setting caters for children who have special educational needs. There are eight staff of whom most have childcare qualifications. The manager has a teaching qualification. The pre-school is part of a cluster group supported by a teacher from the local Early Years Development and Childcare Partnership.

How good is the Day Care?

Christ the King R.C. Pre-School meets the standards and provides good quality sessional day care.

The pre-school has clearly stated aims and written policies and procedures which staff carry out well to ensure the smooth running of the service. The premises offer very good facilities which are used to the full. Equipment is well set out and of good quality. Recording systems are appropriately maintained. Policy documents are not always reviewed and updated in line with regulatory changes.

There is a good balance of well qualified and experienced staff who use their knowledge well to plan a varied programme of activities covering all areas of learning and development. Children engage in both self chosen and staff led activities with enthusiasm. Staff understand the children well and are particularly effective in promoting their social and emotional development, good behaviour and respect for others. Staff use generally effective methods to observe, plan, and identify next steps for groups or individuals.

A safe and healthy environment is maintained. The staff carry out good hygiene practices and children learn about keeping healthy. There are good security systems and safety is observed as children arrive and depart. Written risk assessments are made for the premises and for outings and action taken to ensure children's safety. Although there is a child protection policy the manager has not had recent child protection training to enable this to be reviewed and to give support to staff. The accident and sickness policies are shared well with parents.

Relationships with parents are good. They comment on the friendliness and approachability of the staff and feel confident they could discuss any concerns about their children's welfare or progress. .

What has improved since the last inspection?

The pre-school had four actions to meet arising from the transitional inspection. These related to providing a special needs staff training programme and updating the policy ; the amendment of the child protection policy and the training of staff to understand the procedures; and the training of staff for carrying out risk assessments.

The special needs policy has been amended to have clearer links to the Special Educational Needs Code of Practice 2001 and there is continuing review of the section on inclusion. Two staff have so far attended special educational needs and inclusive practice training. The manager has carried out the necessary risk assessments to comply with health and safety legislation. There has been minimal adjustments to the child protection policy which is in part due to lack of training to support this. This is dealt with in a new recommendation arising from this inspection.

What is being done well?

- The pre-school staff make very good use of the facilities. The room is well laid out into areas of learning with resources easy for children to access. Display makes the environment welcoming and acts as an additional resource for learning. The outdoor play area is used daily to offer children increased space for physical activity and to encourage exploration of the environment.
- Children behave well because the staff set them a good example, explain the effect their behaviour has on others, provide good supervision from a distance, and give appropriate praise and encouragement.
- Children learn about hygiene and healthy life styles. They know why they need to wash their hands before eating. They are given healthy snacks and understand that fruit and vegetables are good for them. Staff set a good example by following safe hygiene practices.
- Children benefit from the good relationships established between the staff and parents. Initial meetings are held to explain about the provision. An induction booklet and daily informal contact with parents helps staff meet children's ongoing needs. The reading bear is an example of good home links

which help support children's learning.

What needs to be improved?

- the training programme for child protection starting with the manager to ensure child protection policies and procedures are fully understood and can be effectively carried out
- the system for reviewing policies and keeping them up to date when there are changes in regulations or guidance such as the details about the regulator on the complaints procedure.

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	Initiate a training programme for child protection starting with the manager and ensure policies and procedures have sufficient detail for all parties to understand how they should be carried out.
14	Improve the system for reviewing policies and keeping them up to date when there are changes in regulations or guidance and ensure details about the regulator on the complaints procedure are correct.

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

How effective is the nursery education?

Nursery education for funded three and four year olds at Christ the King Pre School is of good quality overall. Children are making generally good progress in communication, language and literacy, mathematics, and physical development. The programme for personal, social and emotional development, knowledge and understanding of the world, and creative development is particularly effective, resulting in children making very good progress in these areas of learning.

The quality of teaching is generally good. The staff use skilful interaction to give strong support for children's spiritual, moral, social and cultural development. There is good organisation of the premises and very good use of resources. Plans reflect a good understanding of the foundation stage curriculum and are used particularly well to support children's learning in creative development and knowledge and understanding of the world. Lack of direction in plans regarding staff deployment in observing, supporting or challenging children has some effect on progress in mathematics, language and physical development.

The quality of leadership and management is generally good. The well organised management structure and shared ethos leads to good teamwork. Monitoring of the educational programme is carried out informally, but is not evaluative enough to identify overall strengths and weaknesses for development purposes. The management is committed to improvement and continually develops facilities and resources.

Partnership with parents is generally good. Parents receive information which outlines early learning goals in the six areas of learning. There are termly appointments to discuss the children's progress using the assessment profiles. Parents are involved in outings and invited to talk to the children about their jobs. They are generally aware of how they can contribute to children's learning.

What is being done well?

- Children's spiritual, moral, social and cultural development is very well fostered. This is due to the underlying ethos of the setting, the commitment of the staff to these values, and the involvement of parents and community members. As a result children make very good progress in learning the social skills needed to be part of a community, developing confidence and self esteem, expressing a range of emotions including joy, and appreciating that everybody is different but should be equally valued.
- The staff contribute to the very good development of children's knowledge and understanding about the world through imaginative ideas for topics, thorough planning, enthusiasm, and good use of resources. The free flow of children from indoors to outdoors enables children to feel the elements and observe changes in the environment through first hand experiences.

- Children's very good progress in creativity and expression evolves from the decision to allow them greater freedom to make choices and develop their own ideas in play through a longer free play session. This is coupled with good planning and intervention by staff in helping children develop the skills for communication in all its art forms.

What needs to be improved?

- the system for monitoring and evaluating the educational programme and use of any identified strengths or weaknesses to inform the development plan
- the clarity in daily plans of assessment opportunities, how each member of staff will be deployed, and how activities will varied for different individuals or groups of children.

What has improved since the last inspection?

Improvement since the last education inspection is generally good.

There were three key issues: to develop assessment procedures, using the information gained to plan next steps for the individual or groups of children; to review the timetable to provide more opportunity for free play; to extend opportunities to use technical resources and encourage children to question how and why things work or happen.

Good progress has been made in allowing children more time for free play activities by suitably adjusting the timetable. The daily access to the computer has helped children develop good skills with the mouse and an understanding of what this technology offers. Activities stimulate children to question how things work and why things happen. There has been generally good progress in developing assessment procedures with the use of the local authority assessment record. However not all staff refer to what these records tell them about children's knowledge, understanding and skills when organising group activities or interacting with children in their free play, which affects the appropriateness of some challenges.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children learn caring attitudes by giving each other help and support during activities and the older support the younger children who are new. They are reminded daily of the playgroup rules and understand the importance of friendship. Staff act as excellent role models in the way they respect and value each child. Behaviour is very good and children develop confidence and independence. Children respond very well to the commitment of the staff and the sense of community which is being fostered.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children share their experiences with confidence during registration and snack time and listen and respond well to instructions. They enjoy picking out rhyming words and those that begin with the same letter and learn that words carry meaning when these are pointed out by the staff reading from the big book. How often children access the good reading and writing opportunities provided during free play and what skills they are developing is not well enough monitored for all children.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy the many opportunities to count using varied resources and activities and make good progress in this aspect of learning. Their ability to solve mathematical problems in practical situations is less well fostered owing to lack of direction in the planning as to aims for different children. Topics encourage children to make comparisons about size and weight and they talk about shapes and sizes during their play reflecting a growing awareness of shape, space and measure.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have excellent opportunities to learn about their environment. They visit the library and the greengrocers. A nurse and optician visit to explain their work. Children notice seasonal changes, look closely at seeds and plants, explore materials and question how things work. They design different buildings using junk modelling, and regularly use computer technology to support learning. Participating in activities relating to different festivals helps children appreciate diversity.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children make good progress in moving safely and with control as they negotiate pathways, go up and over equipment outdoors and ride safely in a one way system. They gain a good understanding of staying healthy and their bodies through topics. Good equipment is regularly used to develop manipulative skills, but activities which challenge children to balance, control a ball or other equipment are less frequently offered or progress in this monitored.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children play imaginatively making up their own stories as they play in the travel agents, and pretend there is a monster in the tree. They explore colour, texture and shape using a variety of techniques and implements with paint, dough and junk modelling and begin to make detailed drawings. They love singing and play musical instruments with great enthusiasm, selecting different sounds for different effects. They are very responsive to experiences in their facial expressions and movements.

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

- improve the system for monitoring and evaluating the teaching and educational programme and use this for future quality assurance
- identify more clearly in daily plans the assessment opportunities, how each member of staff will be deployed, and how activities will be varied for different individuals or groups of children.

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.