



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 306490

DfES Number: 583410

INSPECTION DETAILS

Inspection Date 22/09/2003
Inspector Name Susan, Helen Spencer

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Agnes Pre-school
Setting Address St Agnes Church Hall
Darmond's Green
West Kirby
Wirral
CH48

REGISTERED PROVIDER DETAILS

Name Mrs Jennifer Green

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 Agnes Pre-school was registered in 1981. The pre-school is situated in the large church hall of St Agnes Church. The room is sub-divided by screens to divide the room into different learning areas. There is also an entrance hall and toilet facilities as well as a secure outside play area.

The children attend either morning or afternoon sessions. The playgroup is open from Tuesday to Friday between the hours of 9.30am and 12 noon and on Mondays, Tuesdays and Wednesdays between 1.15pm and 3.45pm. It is registered to care for 26 children between the ages of two and 5 years. There are seven staff for whom four hold relevant qualifications in early years, two are working towards qualification and one is unqualified.

St Agnes receives nursery grant funding for three four-year-old children and twenty-one three year old children. Of those funded children, four children speak English as an additional language and one child has special needs. There are currently 42 children on roll. The children are working towards the Foundation Stage of education by following a planned curriculum.

St Agnes receive support from the Early Years Development and Childcare Partnership and teacher support.

How good is the Day Care?

St Agnes Pre-School provides good care for the children.

Staff work well together as a team and are clear about their roles and responsibilities. They attend training courses to maintain their professional development. Staff provide a warm, friendly and secure environment to help children develop their confidence and independence.

Staff meet children's individual needs and promote their welfare through providing an exciting range of stimulating activities and play opportunities. Children are involved

in a wide range of planned and free play activities both inside, outside and on visits and outings.

The environment is bright and welcoming and large enough to give free scope for movement. There is an enclosed rear garden area that the children use for a range of activities. Toys and equipment provided are age appropriate and help to create an accessible and stimulating environment.

Staff give high priority to children's safety both inside and outside the setting. Risk assessments are carried out on a regular basis and any risks identified are addressed. Staff are aware and follow procedures which are outlined in comprehensive safety policies. The premises are safe, secure and suitable for their purpose.

Staff's handling of children's behaviour is consistent and developmentally appropriate. They actively encourage good behaviour through praise and encouragement. Staff also help children to understand the effects their behaviour may have on others and encourage children to share. Documents are satisfactory, however minor amendments are required to update policies.

Staff work in partnership with parents to meet the needs of children, both individually and as a group. Regular information is given to parents about activities provided for the children through wall displays, examples of children's work, parental rota, newsletters, written policies, open evenings, home visits and informal chats at the end of each session.

What has improved since the last inspection?

At the last inspection the supervisors agreed to produce and implement risk assessments and devise and implement an outings procedure.

Since the last inspection the supervisors have produced and implemented formal risk assessments and undertaken training in this area. They have devised and implemented an outings policy.

What is being done well?

- The setting exceeds the required adult: child ratios and qualification criterion. Staff training needs are identified and actioned, to help ensure that staff maintain an appropriate skill base for the care of the children.
- The setting meets children's individual needs and promotes their welfare. Staff plan and provide a wide range of activities and play opportunities to enhance all areas of the children's learning.
- Children with special needs and children for whom English is an additional language are fully integrated within the provision.
- The premises provide adequate space in an appropriate location, is welcoming to children and offers access to the necessary facilities for a range

of activities which promote their welfare.

- The provision provides a range of safe and well maintained furniture, equipment and toys to meet the varying needs of children.
- Positive steps have been taken to promote safety within the setting.
- The consistent approach to behaviour management and the clear, consistent boundaries and reasoned explanations which ensures that the children are secure. Staff use distraction, discussion, praise and encouragement.
- Staff work in partnership with parents to meet the needs of children.

What needs to be improved?

- the arrangements for ensuring that the behaviour management statement includes bullying;
- the arrangements for ensuring that the information written for parents is updated in line with the national standards regarding required ratio of staff to children;
- the arrangements for ensuring that the child protection statement includes a procedure to be followed in the event of allegations made against staff members.
- the arrangements for ensuring that hours of children's attendance are compiled in line with registration 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
2	ensure that the system for registering children shows hours of attendance
14	review and amend child protection statement to include procedure in the event of an allegation being made against staff, behaviour management

	statement to include bullying and information for parents regarding required staff ratio's for two year olds
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

St Agnes Pre-School offers very good nursery education.

The children enjoy learning through a wide range of interesting activities. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff have a very good knowledge of the foundation stage which informs extensive planning covering all areas of learning. Staff hold individual, identified roles and responsibilities within all the areas of learning. Very good organisation of staff and resources enable both three and four year olds to make good progress. Staff ensure that the children are treated as individuals which enables their specific needs to be identified and appropriate support to be given. Children with special educational needs, children with behavioural difficulties and children for whom English is an additional language are well supported.

The leadership and management is very good. The management team liase closely with staff to ensure that the aims of the nursery are met. Regular team meetings and staff who hold specific responsibilities inform the curriculum planning and activity planning. Staff provide a balanced programme of activities for the children. Induction and further training for staff is an on-going process which is encouraged by the management team.

Partnership with parents is very good. Parents receive an introductory booklet which is designed to give two way information about the pre-school and asks parents about their individual child. This is used to inform staff of specific individual needs of children on entry and helps them to plan appropriately. Parents are updated regularly, informed of termly plans and encouraged to participate within the setting. Staff inform parents both formally and informally about their specific child's progress throughout the time spent at St Agnes.

What is being done well?

- The very good progress the children are making in all six areas of learning.
- The children's consideration for others, self confidence and self esteem which is successfully fostered by staff.
- The very good leadership and management team and the knowledge and commitment of the staff which provides and enhances all the children's learning.
- The very good resources, including those that promote equality of opportunity.

- The commitment from staff to all the children including those who have special educational needs and the skill and experience in assessing children who have other difficulties in either behaviour or development.
- The very good relationships the staff team have with parents. The information given and received which ensures that children are looked after in accordance with parental wishes.
- The very good role models and boundaries that staff set in relation to behaviour management.
- The wide range of activities that are on offer for the children which cover all areas of learning.
- The very well planned space which encourages the children to access the resources independently.

What needs to be improved?

- the organisation of care routines to allow the children to foster further independence skills
- the further development of the arrangements for enhancing learning for children for who English is an additional language.

What has improved since the last inspection?

Grouping of children according to their individual needs.

Planning of physical provision and the inclusion of resources, activities and opportunities to extend learning in this area.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are making very good progress in personal, social and emotional development. Children have a good sense of belonging and demonstrate a sense of pride in their own achievements. Children are encouraged to be independent using every day tasks thus developing their confidence. Children make choices for themselves, selecting their own activities and help in putting the toys and resources away.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children are making very good progress in communication, language and literacy. Children are learning to make marks for a purpose, and forming recognisable letters. They enjoy and have free access to a well equipped writing area. Most children are confident in their writing skills. Children freely select books and handle them with competence and interest from an attractive area. The children enter into imaginative ideas which are shared together.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children are making very good progress in mathematical development. Children have many good opportunities to count during a wide selection of number skill games. Children are learning simple addition and subtraction and are able to match, compare and use mathematical language to describe their play. Children are confident with colours and staff are aware of the individual children's abilities. Children have good opportunities to practice writing numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children are making very good progress in knowledge and understanding of the world. Children are learning to investigate objects and materials and find out about their local community. Children are given good opportunities to explore the outdoors and experiment with natural objects. Children are gaining cultural awareness. Children are using everyday technological and communication equipment and programmable toys to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children are making very good progress in physical development. Children are confident and can move in a number of ways both indoors and outside. They have good control and move in safety. Children have many opportunities to express themselves. Children use small tools and materials with confidence which helps to develop good hand and eye co-ordination. Children are encouraged to persevere when developing new skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children are making very good progress in creative development. Children are exploring a wide range of malleable materials and use one handed tools and equipment with ease. Children can construct vertically and horizontally. Children with special educational needs have equal access to all activities. Children are able to communicate their feelings and ideas and have access to a variety of role-play situations.

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:

- Points for consideration.
- review the organisation of care routines to maximise learning opportunities and foster further independence skills;
- develop further the arrangements for enhancing learning for children for whom English is an additional language

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.