



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 303482

DfES Number: 524994

INSPECTION DETAILS

Inspection Date 25/09/2003
Inspector Name Michele Anne Villiers

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Bedes Pre School
Setting Address The Guild Hall
 Leigh Avenue
 Widnes
 Cheshire
 WA8 6PD

REGISTERED PROVIDER DETAILS

Name Mrs Marjorie Constantine

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 Bede's Pre-School was first registered in 1989. It operates in the main hall of St Bedes Guildhall in Widnes. The pre-school serves the local area.

There are currently 40 children, from two years ten months to five years, on roll. This includes 25 funded three year olds. The maximum number of children under three who may attend at any time is four. Children attend for a variety of sessions. The setting supports children with special needs and those who speak English as an additional language.

The pre-school opens five mornings and three afternoons a week during school term time. Morning sessions are from 09:15 to 11:45 each day, and the afternoon sessions are from 13:00 to 14:55 on Monday, Wednesday and Thursday.

There is a minimum of three staff on duty at each session who work with the children and there is also an assistant who works at the group. All the staff who work at the group have appropriate early years qualifications.

How good is the Day Care?

St Bede's Pre-School provides satisfactory care for children.

Three staff are employed to work with the children, plus a manager and regular volunteers. Staff are qualified in childcare and contingency arrangements are in place to ensure correct ratios are maintained at all times. The manager has a positive approach to improving the care for all children and the development of an effective and well organised staff team. Staff are encouraged to access regular training. New staff, volunteers and students receive induction training, although this is not formally recorded.

A wide range of activities is provided to support the children's development in all areas of learning. Toys and equipment are chosen to provide a stimulating environment, suitable for the age range and ability of the children, although limited

storage space inhibits the purchase of some large equipment. The staff manage the children's behaviour well in a positive environment where good behaviour is praised and encouraged. All children are valued as individuals and staff are proactive in ensuring that children with additional needs are supported in order to promote their welfare. Children learn about their own culture and those of others through the celebration of different festivals.

Safety requirements are in place and staff have a good awareness of health and safety. Risk assessment on the premises and equipment is carried out daily and staff are developing a system for recording and monitoring. Accidents are recorded and information shared with the parents. However, to ensure confidentiality some modification on the recording of accidents needs to be addressed.

Parents are kept informed about their children's progress, and all policies and procedures are made available through the operational plan, which is displayed on the notice board. Staff have a good relationship with parents, and parental involvement is actively encouraged.

What has improved since the last inspection?

At the last inspection it was agreed to obtain written consent from parents for the administration of medication, and for all medication to be recorded and signed for when administered by staff. This is now in place and medication recorded which promotes the safety of the children.

What is being done well?

- The staff's enthusiasm and commitment to their work ensures the children are being well supported in their learning, with a range of planned activities and play opportunities provided.
- A warm and welcoming environment has been created, which is inviting for both children and parents.
- Children's behaviour is managed well. Staff provide a positive atmosphere where good behaviour is reinforced, helping children to become aware of right and wrong.
- Children are recognised as individuals and staff work with parents to promote the children's welfare and development.

What needs to be improved?

- the risk assessment of the premises to reduce any potential hazards both indoors and outdoors
- the recording of accidents on a separate page to ensure confidentiality is maintained
- the induction training for new staff, students and volunteers to be recorded

- the complaints procedure for parents to include the Ofsted contact number

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

Std	Recommendation
12	Ensure that the complaints procedure for parents and carers includes the name and address of the regulator.
2	Keep records of staff and volunteer induction training.
6	Continue to develop the risk assessment of premises and equipment and to record and review this.
7	Record all accidents on separate pages to ensure confidentiality.

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

How effective is the nursery education?

Children at St Bede's Pre-School are making generally good progress towards the early learning goals in all areas of learning. They are making very good progress in personal, social and emotional development and creative development.

Teaching is good, with very positive effects on children's behaviour. Staff are enthusiastic in their approach and provide stimulating and varied activities to promote the children's learning and development. Clear directions are given and staff have appropriate expectations of all children, taking into account age, individual abilities and development. Children with additional needs are fully included in activities and extra support provided if necessary.

The effective planning of activities and assessment of children's development is an area of improvement since the last inspection, and staff have accessed further training. Valuable opportunities are provided for children to learn. However, during the everyday routine, more emphasis needs to be given to children's mathematical development and problem solving.

Leadership and management is very good. The manager works hard to develop an effective staff team and is committed to improving the care and education for all children. Staff regularly access training, and written policies and procedures are implemented, providing a consistent approach to the quality of practice.

The partnership with parents and carers is very good. Parents are welcomed into the pre-school and parental involvement is actively encouraged. Information is shared on a daily basis and through regular newsletters and up-dated information.

What is being done well?

- Personal, social and emotional development is very good. Children are learning to form good relationships with adults and other children in a positive atmosphere.
- Creative development is very good. The children have access to a wide and stimulating range of activities which enable them to express themselves.
- The strong leadership and management ensures that staff work well as a team. They are enthusiastic in their approach, motivating the children to learn in a happy environment.
- Parental involvement is encouraged and parents are well informed about the activities, outings, celebrations and children's progress, both verbally and in written form.

What needs to be improved?

- the opportunities for children to develop mathematical ideas and solve practical problems to be maximised during every day activities;
- provide more opportunity for older, more able children, to practise writing skills;
- children's comments and names to be recorded and displayed on their artwork and wall displays.

What has improved since the last inspection?

Teaching skills have improved and staff, during discussion time, use open questions to extend the children's language development and to pursue their lines of thought.

Lesson plans, staff support, and the grouping of children aids their achievements in each activity.

Staff deployment and support help the children to concentrate, and the provision of stimulating activities helps children to learn effectively.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. Children sit and concentrate during discussion and story time. They are forming good relationships with adults and other children in a positive atmosphere where achievement is praised and valued. They are learning to take turns and share fairly during organised activities and are able to demonstrate reasonable level of independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in communication, language and literacy. Children are learning to communicate confidently and use speech to gain attention and initiate exchange. Staff encourage children to use language to express themselves and give clear directions. Children are learning to recognise their own names and at story time they are learning that print carries meaning. However, there could be more labelling of displays around the room and the recording of children's comments.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in mathematical development. Children are learning to count reliably to ten and, through planned activities they are learning about shape, size and number recognition. Staff use mathematical language, such as share, same, each, more and less throughout the daily activities. However, there are missed opportunities, during practical activities, for children to use counting and develop mathematical ideas, such as problem solving, comparing and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. Children have valuable opportunities at discussion time to talk about past events. Children learn about their culture and the culture of others through celebrations of festivals and topics such as 'Homes'. Children are developing their ICT skills with computer programmes. Resources are provided for investigation and exploration, although not on a daily basis.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in physical development. Children move confidently around the room and, during singing and movement, they are encouraged to have spatial awareness for others. They are developing good manipulative skills through a variety of activities such as threading, art & craft, puzzles and construction. Planned sessions are organised for climbing and balancing skills.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are making very good progress in creative development. The staff's enthusiastic approach enhances the children's imagination and response, especially whilst acting out stories such as The Bear Hunt. Well-planned activities for role-play and dressing up of Goldilocks and the 3 Bears also fosters the children's imagination. During painting activities children are encouraged to explore colour and work creatively with paint and collage.

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

- staff to maximise everyday opportunities for children to develop mathematical ideas and solve practical problems.
- children to have more opportunity to practise writing skills throughout practical play experiences and children's comments to be recorded and displayed on their artwork.

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.