



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 113730

DfES Number: 524021

INSPECTION DETAILS

Inspection Date	16/11/2004
Inspector Name	Christine Clint

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Peters Pre-School
Setting Address	St. Peters Church Centre Street Lane, Ardingly Haywards Heath West Sussex RH17 6UN

REGISTERED PROVIDER DETAILS

Name	The Committee of St. Peters Pre-School
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ORGANISATION DETAILS

Name	St. Peters Pre-School
Address	Street Lane Ardingly Haywards Heath West Sussex RH17 6UN

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 Peter's Pre-school is held in St Peter's Church Centre, a former primary school, on the edge of the village of Ardingly near Haywards Heath. Children from the village and surrounding area attend.

The pre-school is registered for 26 children aged between 2 and 5 years. Sessions are held on week day mornings during term time from 09.30 until 12.00 hours. Children can also attend a lunch club which offers an extended morning session until 13.00 hours, this is available on Monday, Wednesday and Thursday mornings.

There are currently 16 children on roll, 11 of whom are educationally funded three and four year olds. The pre-school supports children with additional needs.

There are 5 staff, 3 of whom hold qualifications in child care or are working towards a qualification. All staff regularly maintain first aid certificates.

How good is the Day Care?

St Peter's Pre-school provides good quality care for children. There is clear, well documented evidence to support the procedures for ensuring that adults are suitable to work with children. The provision is well organised and good use is made of all space and resources. A high ratio of staff to children is maintained and staff are adequately qualified. Comprehensive systems are in place for recording all information for managing the provision, but children's times of attendance are not fully recorded in the register.

There are thorough procedures to ensure children's safety during the session and effective systems for maintaining security of the premises. Accidents are clearly recorded and children are encouraged to follow routines for hygiene. There are suitable arrangements for children to have regular drinks and food. Equality and diversity is included as a positive strength in the written aims of the pre-school, it is linked with all areas of children's care and learning. Staff are proactive in ensuring that children's additional needs are recognised and appropriate action is taken. All

staff attend training for child protection as a priority, they are aware of how to raise concerns and maintain confidentiality.

Staff respond well to children and know them individually, they provide play opportunities to encourage children's development, they show interest and are continually involved in activities. Staff regularly praise children to encourage desirable behaviour, they have a quiet and gentle approach, which ensures that children are supported and cared for.

Positive links with families are maintained through children's key workers. There is consistent sharing of information across all aspects of the provision, parents are happy and informed.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The pre-school provides a thorough and comprehensive operational plan, which includes policies and procedures that have been adapted to meet the needs of families attending.
- There are thorough systems in place to ensure children's safety during the session and arrangements for safety on outings have a high priority; staff ensure that children walk for manageable distances only. Policies and procedures are comprehensive and cover all areas of the building and regular risk assessments are carried out and recorded. Staff are diligent, they remind parents to close doors and they ensure that the security alarms are active.
- There is a positive attitude to ensuring that children's additional needs are recognised, staff liaise with parents and take appropriate action. They link with other agencies to gain professional support for children and parents. They record all observations and assessments of children and follow individual plans according to children's needs, these are regularly shared with parents and progress is discussed.
- A wide variety of equipment and resources are included daily to create an accessible and stimulating environment for children. There is good provision for ensuring that children learn about diversity in society. Equipment is rotated according to the plans for activities and has been checked by an outside agency for safety.

What needs to be improved?

- the records to show the times of children's attendance

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since April 2004 Ofsted has not received any complaints about this provider.

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 records show the times of children's attendance.

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

How effective is the nursery education?

St Peter's Pre-school provides high quality nursery education, children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff show a sound knowledge and understanding of the stepping stones, they include a wide variety of activities in the planning and children's individual participation in activities is evaluated. There are good systems to show how children's assessments are followed through into the planning. Staff create an inclusive atmosphere, they encourage all children to access all equipment, they allow children to take the lead, especially in craft activities. Younger children are challenged by the ability of older children, but some activities offer less challenge for older, or more able children. Staff manage children's behaviour by occupying them at all times, children appear keen to play and learn, their time is well managed during the session.

Leadership and management is very good. The pre-school shows continual dedication to improving the provision through the strong links with the early years network and the high level of training courses attended. Regular staff appraisals are carried out and all staff are encouraged to identify strengths and weaknesses in the provision. Many changes have been made following completed modules of a quality assessment scheme and the staff and committee are proactive in their involvement with the community in planning for improvements to the building. There are close community links with the school.

Partnership with parents is very good. There is a high level of information available for parents and regular updates on children's progress are shared. Parents know their child's individual key worker and are happy to offer help and support to the pre-school. There is a friendly, open atmosphere, parents are encouraged to visit and often help with extra activities.

What is being done well?

- There are effective systems to ensure that key workers can highlight areas of development for individual children, these are noted and any staff carrying out activities can easily include a particular child. These assessments also provide information for staff when planning for future activities to ensure that individual children's needs are covered.
- Staff allow children to make decisions, they follow their lead in art and design, they observe and guide. Children also create their own imaginary play and staff use opportunities to introduce problem solving.
- The pre-school committee are proactive in their involvement with the local community and especially to ensure that the needs of the children are considered in drawing up plans for improving the building. There are

continual close links with the local school.

- The pre-school strongly recognises that partnership with parents is beneficial to children's development, they have recently introduced simple exchange of information with parents by including, 'I would like to tell you about' or 'Ask me about' slips, which are sent home with children following special projects or activities.

What needs to be improved?

- the extending of some activities to provide further stimulation for older or more able children.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection. The provider was required to ensure that children's use of mathematical knowledge enabled them to solve simple problems. There was ample evidence during the inspection to show that staff encourage children in this area, for example, by working out how many plates are needed during the tea party and how many items of food for each person.

The provider was also required to maintain consistency in the quality of written session plans. Planning shows ideas for topics in the long term, which are used to develop medium term activity plans, these clearly show the outcomes for children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and motivated, they have good levels of confidence and show developing skills of concentration and listening. They are forming relationships with staff and other children, especially during role play and registration times. Children are learning to share and show concern for each other, they are beginning to have personal independence and to take responsibility, they show awareness of the pre-school rules. There are close links between families in the community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact well with each other and staff, they listen and respond. They are learning to extend their vocabulary and use descriptive words during activities. Children can include spontaneous words to match the sound of letters. They enjoy stories and know that print carries meaning, they are aware of labelling in the pre-school and can recognise their names. Children use emergent writing in their role play, they are able to form letter shapes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count and recognise written numbers, they identify where numbers are used, for example, house numbers. They calculate through practical problem solving during their role play. Children participate in planned activities and use stickers to create a graph which shows different forms of travel. They are encouraged to use positional language during routines and activities and to compare size and quantity. Children's pictures show that they can repeat patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use natural items for making a collage, they are learning to join materials and have made large items for special projects. They can identify and name animals in books. There is ample access to everyday technology. Children can recognise signs and symbols for disabled provision in society, they remember where they have seen signs. They share information about past events and what is happening at home. Children learn about other cultures through themes and topics.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move freely around the large indoor area, they access different activities and use all of the space. They can balance with ease on specific equipment and use a climbing frame and slide regularly. They enjoy the games that staff create when using the parachute. Evidence is available from previous topics to show children are learning about health and bodily awareness. Children handle many tools in the sand tray and when using malleable materials.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children have many opportunities to explore colour, texture, shape and form, they paint regularly and independently use glue and glitter, they spread and sprinkle freely at the art table. Music and songs are played to children during their activities. Children enjoy singing, they are learning new songs for the Christmas concert and older children confidently include spontaneous singing. All children spend time in the home corner, they express and communicate ideas during their role play.</p>	

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 consideration should be given to improving the following:
- enable older or more able children to extend some activities to provide more challenge.

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.