



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206862

DfES Number: 515199

INSPECTION DETAILS

Inspection Date 29/09/2004
Inspector Name Joanne Bowman

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Andrews Pre-School
Setting Address St Andrews Community Church
Pentland Road
Dronfield Woodhouse
Derbyshire
S18 8ZQ

REGISTERED PROVIDER DETAILS

Name The Committee of St Andrew's Pre - School 1026835

ORGANISATION DETAILS

Name St Andrew's Pre - School
Address St Andrew's Community Church
Pentland Road
Dronfield Woodhouse
Derbyshire
S18 8ZQ

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 Andrew's Pre-school opened in 1973. It operates from St Andrews Community Church. The Pre-school serves families from within the community of Dronfield Woodhouse and surrounding areas.

There are currently forty-six children on roll, which includes thirty-one funded three-year-olds and one funded four-year-old. Currently no children have special educational needs and one child speaks English as an additional language.

The group opens five mornings a week during school term only. Sessions are from 09:15 until 11:45. Children attend a variety of sessions.

Ten part time staff work with the children. Three have early years' qualifications. Two are currently on training programmes. The setting receives support from the Derbyshire Early Years' Development and Childcare Partnership.

How good is the Day Care?

St Andrew's Pre-school provides good care for children.

Staff are clear of their roles and responsibilities within the setting. Induction for new staff is thorough. Staff are committed to develop new skills through training. They work well as a team and communicate effectively to ensure children's well-being is a priority. A good range of resources are attractively presented for children to make choices about their play.

Staff are vigilant on children's arrival and departure and take appropriate precautions to keep children safe. Areas are checked routinely to make sure they are suitable for children to use. However, part of the toilet area is unsuitable for children to use. Suitable arrangements for promoting good health are in place. A healthy selection of snacks are provided in a sociable environment. Clear information is gathered to ensure staff meet children's individual needs. Equality and diversity are fostered well.

Staff share warm caring relationships with the children. Staff encourage children to embrace learning within many fun activities. Children relate well to staff and are respectful of boundaries and positive approaches to sharing and taking turns. Good procedures are in place for caring for children with special educational needs and those who have English as an additional language.

The partnership with parents is very strong and provides good quality information on the care and education of the children. Frequent exchange of information through discussions with key-workers, newsletters and topic displays keep parents informed effectively. Policies and procedures are of a high standard and are regularly reviewed to maintain effectiveness.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff promote positive interaction between the children, asking open-ended questions. Staff encourage children to listen and respond appropriately. Children approach staff for support, to initiate and engage them in play. Staff encourage the children to develop skills and extend their learning.
- Documentation is detailed and policies and procedures are regularly reviewed to ensure that they reflect current practice.
- The staff are committed to evaluating current working practices to improve quality. They are very good at assessing their own strengths and weaknesses, ensuring that children continue to receive quality care and education.

What needs to be improved?

- the toilet area, to make it suitable for children to use.

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
6	Demonstrate how to make the toilet area suitable for children to use.

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

How effective is the nursery education?

St Andrew's Pre-school provides a high quality caring environment where children make very good progress towards the early learning goals.

The quality of teaching is very good. Staff show a good understanding of how children learn through the foundation stage and foster a positive approach to learning through play and having fun. Continuous monitoring and evaluating practice enables staff to strive for the most effective way to plan and assess. New systems are currently being trialled to ensure they are wholly effective in identifying key areas for learning and that assessments clearly identify next steps for learning.

Staff facilitate children's play and engage them in positive ways. Space, time and resources are used to good effect. Open shelving and trolleys allow children to play independently, encouraging them to use their own initiative. The opportunities to experiment with technical equipment are more limited. Adults foster caring relationships with the children, building children's confidence and self-esteem and valuing what they have to say. Staff convey consistent expectations and boundaries, consequently children behave well. Good procedures are in place for children with special educational needs and for those who speak English as an additional language.

The leadership and management is very good. The manager and staff work effectively as a team with high levels of commitment. Realistic challenges they set for themselves ensure all staff remain focused. Staff attend regular training and frequently monitor their own strengths and weaknesses to ensure a quality service is provided.

The partnership with parents is also very good. Parents are provided with good quality information about the curriculum and current topic. They are encouraged to support their child's learning at home and there are regular opportunities for them to contribute to assessments.

What is being done well?

- Strong leadership effectively promotes a welcoming and inclusive environment where children, staff and parents share a positive approach to learning. Staff are supported well to ensure that the pre-school's clear aims are reflected in practice. Team meetings, one-to-one appraisals and regular training are all key factors in the commitment to improving quality.
- The partnership with parents is strong. They are all effectively informed of their child's progress. There are opportunities to liaise frequently, sharing what they know about their child. Good quality written information is available and opportunities to become involved in parent-helper rotas allow parents to share the experiences with their children.

- Children have excellent opportunities to make their own decisions and choose their own resources. Open shelves and trolleys allow children to choose materials to use at many activities, for example construction, writing materials, role-play and art and craft.
- Children's personal, social and emotional skills are effectively promoted. Staff are considerate of children's needs. Children feel safe, secure and settle quickly into the routine.

What needs to be improved?

- the planning and assessment process to make staff more effective in highlighting what children are learning and where to move them on to
- the opportunities for children to explore technical equipment.

What has improved since the last inspection?

The setting has made very good progress since the last inspection. The staff have introduced and trialled a number of effective measures to improve the involvement of parents and the planning and assessment processes, which were raised as points for consideration at the last inspection.

Staff are rigorous in their approach to ensuring planning and assessment records are effective. All planning relates well to the curriculum and the team are continuing to trial new styles of planning and assessment to gain the maximum learning from all that they do. Activities clearly show adaptation for three and four-year-olds and teaching periods have a specific focus. Key worker's are now more confident in their role, which has been reinforced through training, team meetings and one-to-one appraisals. The quality of records are regularly monitored by senior staff to ensure they maintain their effectiveness.

Parents are now involved more in their child's education. They are given detailed information through newsletters and informative displays on specific areas of the curriculum and how they link to the current theme. Parents are also given ideas and suggestions on how they can contribute to and be involved in children's learning at home. Parents have regular contact with their child's key-worker.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager and motivated to learn. They are beginning to concentrate; their confidence and self-esteem is enhanced by skilled adult encouragement. Children are beginning to develop independence, putting on their own coats and shoes. They have many opportunities to select their own resources and become increasingly self-sufficient. Children form trustworthy relationships with staff; more able children are beginning to play co-operatively with their peers.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to express themselves articulately; they express thoughts and experiences through role-play and group time. A cosy book corner is well resourced with a wide selection of books, including those that children have made themselves. Children mark make and write their name on artwork and more able children practice correct letter formation. Adults reinforce letter names and sounds through discussion.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count in sequence to five and more able children continue further. Quantity is reinforced through role-play and in routine activities. More able children are beginning to recognise and form a sequence and match patterns. Measuring and comparing is reinforced through topic work and baking activities. Mathematical language is effectively reinforced during daily routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Planned topic activities help children to learn about their community and have a sense and awareness of other cultures. Visitors talk about their lives and occupations to broaden children's knowledge. Routines and structure of the sessions are used to mark the passing of time. Children construct imaginatively and have many opportunity to select their own resources and carry out design ideas independently.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have access to a good range of resources. Imaginative ideas are used to promote all round physical skills. Children are beginning to listen and follow simple instructions using team games and obstacle courses. Health and bodily awareness is promoted through discussion and planned topic work on healthy eating. Fine motor skills are refined through practicing threading and mark making; children use paint brushes and tools with dexterity.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have many opportunities to explore texture and experiment with art and craft materials individually and on a large scale, for example making scenery for the home corner. Children enjoy music and are familiar with a range of songs. They become involved in purposeful role-play, which encourages them to use their imagination in other areas of learning.

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 the following:
- continue to develop the planning and assessment process to make staff more effective in highlighting what children are learning and where to move them on to
- provide more opportunities for children to explore technical equipment.

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.