



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 220174

DfES Number:

INSPECTION DETAILS

Inspection Date	10/07/2003
Inspector Name	Jill Hunn

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Benedicts Playgroup
Setting Address	St Benedicts Mount West Hunsbury Northampton NN4 9XN

REGISTERED PROVIDER DETAILS

Name	St Benedict's Playgroup 1026152
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ORGANISATION DETAILS

Name	St Benedict's Playgroup
Address	St. Benedicts Mount Northampton Northamptonshire NN4 9XN

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. Benedicts Pre-School opened in 1986. It operates from St. Benedicts Church rooms in the West Hunsbury area of Northampton and serves the local area.

The pre-school offers morning and afternoon sessions each weekday during term time. Opening hours are 09:00 to 11:30 hours, for the morning session and 12:15 to 14:45 hours, for the afternoon session.

The group is managed by a committee. There are seven childcare staff, of whom two are qualified and four are working towards an early years qualification. There are 47 children on roll, this includes 12 funded 3-year-olds and 11 funded 4- year-olds. Children attend for a variety of sessions.

The setting supports children with special educational needs and children who speak English as an additional language.

The pre-school receives support from an advisory teacher from the Northamptonshire Early Years Development And Childcare Partnership. It is also a member of the Pre-School Learning Alliance.

How good is the Day Care?

St. Benedicts Pre school provides satisfactory care for children. The committee have a clear plan of how the pre-school operates which is used as a working tool. As a result, staff work well together as a team and are clear about their roles. Generally documentation is well-organised, although lacks detail in some areas.

The premises are welcoming, safe, clean and secure with effective systems in place to keep children and staff safe. Children's health is promoted by the good hygiene practices of the staff.

There is a broad range of stimulating and interesting activities to enable the children to progress across all areas of learning. Staff help the children to become confident and independent by the consistent use of encouragement and praise. Children

respond to the clear boundaries and guidance set by the staff and they behave very well.

There is a good partnership with parents with effective systems for the exchange of information about the care of the children. A comprehensive booklet 'All About Me' is completed by parents before children join the group, to inform staff. Parents are involved in the life of the pre-school and attend events throughout the year.

What has improved since the last inspection?

At the last inspection, the committee agreed to develop a written procedure in the event of a parent failing to collect a child or of a child being lost, to request parental consent for the seeking of any emergency medical advice or treatment, and to provide fire control equipment in the kitchen. The required documentation is in place and a fire blanket is now available in the kitchen.

What is being done well?

- There is a clear operational plan with a mission statement. The plan is evaluated regularly and identified improvements are introduced into the pre-school the following year.
- The partnership with parents. Information is shared effectively and supports children's individual needs to be met. Parent's evenings include a presentation to parents about the Foundation Stage.
- Resources include positive images of ethnicity, culture, gender and disability. The curriculum includes opportunities for children to learn about other cultures and beliefs. As a result children learn to value and appreciate similarities and differences in other people.
- The special educational needs co-ordinator has a good understanding of her role and has effective systems in place to monitor children's needs.

What needs to be improved?

- the registration system, to include the hours of attendance for children and staff;
- documentation, by developing an operational procedure for the safe conduct of any outings provided;
- the special needs statement, so that it is in line with current legislation and guidance, and includes both special educational needs and disabilities.

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
14	make sure the daily record for children and staff shows the hours of attendance.
6	make sure there are operational procedures in place for the safe conduct of any outings provided;
10	develop the written statement about special needs so that it is consistent with current legislation and guidance and includes both special educational needs and disabilities;

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

How effective is the nursery education?

St Benedicts Pre-school offers a generally good educational programme in a secure and friendly environment. Effective teaching enables children to make generally good progress towards the early learning goals overall. They make very good progress in personal, social and emotional development and in communication, language and literacy.

The quality of teaching is generally good. Enthusiastic staff work well together to provide a stimulating range of activities to promote the children's learning. They consistently encourage children and ask them questions to extend their learning. Children's behaviour is supported very well. Assessment records are not always used to plan the next steps in learning for some children.

Effective systems are in place to identify and support children with special educational needs and to ensure that children for whom English is an additional language are fully included in all activities.

The leadership and management of the setting is generally good. The committee are supportive and have strong links with the group. The staff show a commitment to the continued progression of the Pre-school. They evaluate activities in a written report and attend regular training to develop their knowledge and skills.

The partnership with parents and carers is generally good. Parents are provided with comprehensive written information about how the Pre-school operates. Parents' evenings are held to inform parents about their children's progress. A presentation is also made to parents to provide information about the Foundation Stage.

What is being done well?

- Children are happy, interested and motivated to learn. They work well in group activities, concentrate and sit quietly when appropriate. Staff consistently praise and encourage children and as a result children's confidence grows. Children behave very well.
- Children speak confidently, take turns in the conversation and ask questions about what they have heard. They are developing their early reading and writing skills successfully.
- Staff provide a stimulating range of activities to promote the children's learning. They continually ask children questions to make them think and extend their learning.
- Parents are provided with comprehensive information about how the Pre-school operates. They receive regular information about their child's progress.

What needs to be improved?
<ul style="list-style-type: none">● opportunities for children to make choices and develop their own imagination, particularly during role-play.● the children's understanding of the effects of exercise on their bodies.● the use of information from observations to inform planning and show how more and less able children move on to the next stage in their learning.● the questioning to sufficiently challenge and extend the more able children, particularly in their mathematical development.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enter the pre-school happy, enthusiastic and motivated to learn. They concentrate and sit quietly when appropriate. They take turns and consider others when working in a group. Children are confident as a result of consistent praise and encouragement. They respond to clear boundaries and guidance and they behave very well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently, taking turns in conversations. They use their increasing vocabulary to describe real and imaginary situations. Children listen attentively during the activities, such as 'Teddy goes on holiday', and they respond with comments and questions. Children competently recognise their own name and the names of others. Older children use a pencil to make recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's mathematical thinking and skills develop through a range of number and counting activities. Children count reliably to ten and beyond, and they recognise shape and understand position. They use language such as 'more', 'less' or 'the same' when comparing two numbers. However, more able children are not always challenged further.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the natural world and their own environment through a range of original and stimulating activities, for example a trip to the local supermarket on the bus or a visit to a post office to buy a stamp and then post the letter. Children use tools effectively in craft activities and complete a simple programme on the computer. They learn about the cultures and beliefs of other people.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children negotiate space successfully and use movement to express feelings and experiences, for example, in physical sessions when they 'blow up like a balloon', stretch in the breeze, blow in the wind, and stop appropriately. Children develop increased control and coordination in their movements, including when climbing and balancing. They show an awareness of how hygiene contributes to good health. However, they are not yet aware of the effects of activity on their bodies.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children choose and name colours. They explore texture and shape in craft activities, when drawing and painting. They experiment with sound using a variety of musical instruments. Children use their imagination within set activities, but they do not always take forward and develop their own role-play.	
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

- develop opportunities for children to make choices and extend their own imaginations, for example through role-play.
- develop children's understanding of the effects of exercise on their bodies;
- use the information from observations to inform the planning for the next stages in learning for less and more able children;
- ensure that staff ask sufficiently challenging questions to the more able children, particularly in mathematical development.

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.