



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 315248

DfES Number: 522654

INSPECTION DETAILS

Inspection Date 03/01/2005
Inspector Name Nighat Ghani

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Philips Pre-School
Setting Address St Philips Community School
Westbrook Centre, Westbrook
Warrington
Cheshire
WA5 8UE

REGISTERED PROVIDER DETAILS

Name The Committee of St Philips Playgroup 1036943

ORGANISATION DETAILS

Name St Philips Playgroup
Address District Centre
Westbrook
Warrington
Cheshire
WA5 5UE

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. Philips Playgroup has been registered since 2001. The playgroup is situated within St. Philips Community School in Westbrook, Warrington, close to the shopping centre and local schools. It serves the local community. There is a large play area available for outdoor play.

The playgroup is open from 12:30 to 15:00 on Monday and 09:00 to 11:30 and 12:30 to 15:00 on Tuesday, Thursday and Friday during term time only.

There are 33 children on roll who attend for a variety of sessions across the week. Currently there are 28 funded three year olds and 6 funded four year olds.

There are four staff who work with the children. All staff are suitable qualification. The provision receives support from Sure Start.

How good is the Day Care?

St. Philips Playgroup provides satisfactory care for children. The staff work well as a team. Good relationships have been formed between children and staff which makes them feel safe and secure in the nursery environment. The premises are clean, warm and well maintained with children's work displayed on walls which creates a warm and welcoming atmosphere. Records and documents are in place with some omissions.

Health and safety procedures are in place. Staff carry out regular risk assessments to ensure safety of the children. Healthy nutritious snacks are provided to the children. Children's dietary needs are discussed with parents and taken into consideration when preparing snacks. Fresh drinking water is not available for children at all times. An effective child protection policy is in place and all staff are aware of their responsibilities with regards to protecting the children. Children with special needs are fully integrated and their needs are met effectively.

Children are provided with good range of activities, however resources are not freely

accessible to enable children to make choices and extend their play. Children have well developed imaginative skills, which is evident during role-play. Children are aware of the pre-school's routine and act on the clues provided to them by staff for example ringing of the bell means it is tidy up tidy up time. Staff praise and encourage positive behaviour, which promotes children's morale and self-esteem.

Good relationships have been formed with the parents. Regular newsletters inform parents about the pre-school's forthcoming events or any changes within the pre-school. Parents receive verbal feedback from their child's key worker at the end of each session.

What has improved since the last inspection?

There was one action raised in relation to obtaining parents' signatures in the accident book at the last inspection. All the accidents are now recorded and countersigned by the parents. This has since improved children's overall safety and welfare.

What is being done well?

- An effective key worker is in place. Each child is allocated to a member of staff within their key worker group, who is mainly responsible for child's well being on a daily basis and ensure that information about the children is exchanged with the parents.
- Staff have a positive, consistent approach to managing behaviour. They manage minor altercations by using distraction techniques effectively. Children are encouraged to share and be kind to each other. Good behaviour and children's efforts are recognised, celebrated and praised appropriately, creative work is valued, developing children's self-esteem and confidence.
- Staff promote good working relationships with parents who value the care provided. There are effective systems in place to share information with parents to ensure children's individual needs are recognised and met.

What needs to be improved?

- the devising of induction and recruitment and selection policy
- the free access to toys and activities so that children can independently choose, explore and investigate
- the access to drinking water
- the recording, of children's attendance, medication administered and confidentiality regarding children's personal information.

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.)

There are no complaints to report.

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
2	Devise an induction and recruitment and selection policy.
3	Ensure children are provided activities so that they can explore and investigate independently and toys are freely accessible.
8	Ensure drinking water is available at all times.
14	Record accurate times of children's attendance, keep a written record, signed by parents, of medicines given to children and maintain confidentiality regarding children's personal information.

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

How effective is the nursery education?

St. Philips Playgroup provision is acceptable and of good quality overall and children are making generally good progress towards the early learning goals. However their progress in mathematics and knowledge and understanding is limited by some significant weaknesses.

Teaching is generally good. Staff have good understanding of how children learn through practical experiences and provide interesting activities. They are not fully secure in their knowledge of the Foundation Stage and this lessens the overall effectiveness of teaching. Medium and short-term plans are in place and staff carry out regular observations on their key children and complete the assessment sheets. There is a good balance of adult-led and child initiated activities, however staff do not extend children's learning by providing children with appropriate challenges and sufficiently broad experiences. Staff are calm and confident in their management of children, they have high expectations for children's behaviour and manners and they provide effective role models for sensitive social interaction.

The leadership and management are generally good. The manager and the staff work well as a team and are aware of their roles and responsibilities. Management is committed to staff training and development and staff are given regular opportunities to attend trainings. There is no internal system in place to monitor and evaluate the effectiveness of the nursery education.

The partnership with parents is generally good. The parents contribute to the pre-school by forming the management committee, volunteering to help at each session on a rota basis and contributing towards the topic work by providing objects of interest etc. Parents are not given information on the Foundation Stage. They are aware that their children are assessed, but are not encouraged to contribute towards their assessment.

What is being done well?

- Children's personal, social and emotional development is well fostered. Children are happy, lively and enthusiastic learners. They are relaxed in their environment and in their relationships with staff and enjoy having fun.
- Well resourced and stimulating role play area enables children to develop good imaginative skills, build relationships with their peer group and develop their language, communication and negotiating skills.
- Children play fairly and understand they cannot always win and may not always be chosen, but that everyone will eventually have a turn. They feel valued and respected and often volunteer for small responsibilities; they give out cups at snack times, help staff to clean the tables and tidy toys away at home time.

- Staff use appropriate strategies to promote good behaviour and consideration for others. They give children clear and consistent boundaries and help them understand the impact of unacceptable behaviour on others. Their calm and polite manner sets a very good example for children.

What needs to be improved?

- the staff's knowledge of the Foundation Stage, especially with regards to children's mathematical development and knowledge and understanding of the world
- the evaluation of activities and the provision of appropriate challenges and sufficiently broad experiences to extend the children's learning
- the system by which the nursery education is monitored and evaluated
- the information about the Foundation Stage provided to the parents and their contribution towards their children's assessment is encouraged

What has improved since the last inspection?

Generally good progress has been made in addressing the key issues raised at the last inspection. The first key issue was to improve the staff's knowledge of the early learning goals, especially with regards to children's mathematical development. Poor progress has been made in this area and this remains a key issue at this inspection. The second key issue was to provide opportunities for children to access number, counting and calculating activities. Staff have started to introduce numbers and counting in their daily routines, for example at snack time children are encouraged to count the number of children round the table and match the cups to the number of children. Providing children with calculating activities remains a weakness. The third key issue was the planning of the curriculum, to reflect the National Curriculum Foundation Stage. This is in place and has been effectively implemented. The fourth key issue was that the assessments of children's progress along the stepping stones towards the early learning goals, to guide planning and teaching and inform parents. The children's assessments which link with the stepping stones are in place, however the parents are not given this information and remains a key issue for this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

On arrival at the pre-school children settle in quickly and are familiar with the routine. They behave well and are kind and considerate to each other. Children have a strong sense of community which is developed through inviting the local people in and taking children on outings in the local community. Children are learning to become independent. They put their own coats before going out and their aprons before painting, however they do not use the toilets independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers using language well when expressing themselves. They access books freely and retell stories which they have heard, using their own words and are aware that print carries meaning. Children can identify the initial sound and recognise their name. They are beginning to form symbols and letters when writing their own names. Children do not get the opportunity to see and relate to familiar words as the environment lacks examples of print.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children count and recognise numbers up to five and some beyond. Most children know their basic shapes. They concentrate well while completing a jigsaw by matching, comparing and turning the pieces to see best fit. Children do not get the opportunity to practise their early addition and subtraction skills or recreate simple patterns. There are few opportunities for children to learn about capacity, weight and volume due to the lack of activities such as water and sand.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children are aware of time and place. They talk about where they have been to on holidays and what they saw. Children celebrate different festivals through which they learn about different cultures and beliefs. Children do not experiment and explore to find out how and why things happen. Children do not construct with range of objects, select tools and techniques to assemble and joint materials. Children use the computer well and have good control when using the mouse.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have good opportunities to practise their large motor skills such as running, sliding, jumping and hopping, however there are few opportunities to practise their climbing and balancing skills. They negotiate space well as they walk around the equipment and children with great confidence and control. Children use a range of tools developing their manipulative skills for example they use rolling pins, paint brushes, pencils and crayons.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy playing in the home corner acting out their own experiences. Children explore texture, colour and space when building in two and three dimensions. They make good use of freely available painting activities, showing increasing knowledge of colour and shape. Children have limited opportunities to recognise repeated sounds and sound patterns and use their imagination in creating their own music to acknowledge rhythm and pitch.

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

- extend the staff's knowledge of the Foundation Stage, especially with regards to children's mathematical development and knowledge and understanding of the world
- ensure that the activities are evaluated and extend children's learning in order to present them with appropriate challenges and sufficiently broad experiences
- devise a system so that nursery education is monitored and evaluated on regular basis
- provide the parents with information about the Foundation Stage and encourage them to contribute towards their children's assessment.

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.