



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 130719**

**DfES Number: 510170**

### **INSPECTION DETAILS**

Inspection Date      18/10/2004  
Inspector Name      Christine McInally

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      St Anthony's Pre-School  
Setting Address      Tamworth Road  
                                 Hove  
                                 East Sussex  
                                 BN3 5FJ

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs Lynne Butler

## 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 Anthony's Pre-school first registered in 1991 and is accommodated in a church hall situated in the Poet's Corner area of Hove. It is privately owned, and the provider who holds a suitable level three qualification works as the manager. It is open Monday to Friday from 09:00 to 16:00, during term time only.

There are currently 57 children on roll who attend a variety of sessions, including 34 funded three-year-olds and 2 funded four-year-olds. The pre-school has experience of caring for children who have special needs and for those for whom English is an additional language. The children attending are representative of the local

There are ten members of staff including the owner, of these three hold suitable qualifications in childcare at level three and one is due to undertake a suitable qualification. The others are unqualified but have attended a wide range of short courses. The premises consist of a large playroom, a small kitchen off the main room and separate toilet facilities. The pre-school has access to a small outdoor area. The pre-school receives support from the local Early Years Development and Childcare Partnership and is a member of the Pre-school Learning Alliance.

### How good is the Day Care?

The quality and standard of day care at St Anthony's pre-school is good. There is an effective operational plan in place which guides the staff team in their daily practice. The pre-school is well organised and provides a rich learning environment. However, more than half of the staff are unqualified. All the relevant paperwork is in place and is well maintained, although occasionally it lacks the necessary detail.

Staff form warm, caring relationships with the children and support them well in their chosen activities. They plan and provide an interesting, worthwhile range of topics and activities, children are making good progress in all areas of learning and development. There is a good range of toys and resources including ones that reflect diversity. However, the staff's understanding of how to promote equal opportunities effectively is limited. The good resources available are well organised

to support children's learning. Children play confidently together and enjoy choosing activities and resources for themselves.

Partnership with parents is good, the prospectus contains useful information on the pre-school and includes copies of all policies and procedures. There are formal and informal systems to share information on children's progress and achievements, ensuring their individual needs are met. Parents have opportunities to be involved in their child's learning by participating in the rota of parent helpers.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Staff form warm, caring relationships with the children and know them well. They spend a lot of time talking and playing with them. Children are happy, confident and well motivated to learn.
- An interesting and stimulating range of topics, help children to learn a great deal about the world in which they live.
- Children respond well to the staff's consistent praise and encouragement. They eagerly take part in activities, tidy away toys and behave well.
- The good links forged between the pre-school and home. Parents have good opportunities to be involved in their child's learning.

#### **What needs to be improved?**

- the qualifications of the staff
- some of the policies and procedures need updating
- staff's knowledge and understanding of equal opportunities issues.

#### **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	Develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare.
9	Develop staff's knowledge and understanding of equal opportunities issues.
10	Update the written statement on special needs to ensure it is consistent with current legislation and guidance.
13	Update the child protection policy to include procedures to be followed should an allegation be made against a member of staff.

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

### How effective is the nursery education?

The provision of nursery education at St Anthony's Pre-school is acceptable and of good quality it enables children to make generally good progress towards the early learning goals, although there are some minor gaps within the planning. The programme for knowledge and understanding of the world is particularly well planned and children make very good progress in this area of learning.

The quality of teaching is generally good. Staff plan a variety of activities and understand what children learn from them. They have a working knowledge of the early learning goals and this is reflected in the planning. Staff act as good role models and support the children well in their chosen activities. They use a variety of teaching methods and groupings, however large group teaching is less effective. On the whole they question children effectively encouraging them to think for themselves. Resources are of good quality and well organised to support children's learning.

The pre-school has an effective assessment system in place, which enables them to record children's progress towards the early learning goals. The information gathered is used well to inform the planning.

The leadership and management of the pre-school is generally good. The provider and staff have an understanding of their varying roles and responsibilities, they attend regular meetings where the provision is discussed. However, there is no formal system in place to monitor and evaluate the educational programme or the quality of teaching.

Partnership with parents is very good. Clear written information on the educational programme is available, more general information on the nursery, and the current topic, is provided through the regular newsletters. Parents are encouraged to be involved in the nursery and to contribute to their child's records. Staff are friendly and approachable and always make themselves available to discuss individual progress.

### What is being done well?

- Children's knowledge and understanding of the world is well developed. Interesting topics and practical activities arouses their natural curiosity and develops their exploration and investigation skills.
- Relationships between children and staff are good. These help children develop confidence and support all aspects of their learning.
- Children are motivated to learn through activities which are practical and build on their interests. Worthwhile, well-planned topics and activities help children learn a great deal about the world around them.
- Good use is made of the imaginative play area, it is regularly changed

offering children opportunities to be involved in meaningful role-play.

#### **What needs to be improved?**

- the organisation of 'circle time' when the whole group come together,
- opportunities for children to develop their personal independence,
- the system to monitor and evaluate the educational programme provided.

#### **What has improved since the last inspection?**

The pre-school has made generally good progress in addressing the key issues raised at the last inspection. The planning has been further developed to include extension ideas for the more able children, along with ideas for adaptation for younger or less able children. This helps to ensure their individual needs are met. While mathematical language is now more widely used in daily routines and everyday situations opportunities are missed to further develop children's problem solving abilities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy, confident and well motivated to learn. They form good relationships with other children and adults, and are sensitive to others needs. They show concern for each other, share resources and take turns. They enjoy the wide range of activities offered and are developing their own personal independence, although opportunities are missed to further develop it. Staff value children's work, and contributions, and they are developing good self-esteem.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers, they listen well to each other, to stories and to instructions. They enjoy books and handle them appropriately. Practical activities such as writing shopping lists and taking telephone messages help children understand writing for different purposes. Children recognise their first names and are beginning to attempt to write for themselves. They are sufficiently encouraged to notice the sounds of letters and words.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently to 10 and beyond. They use comparative language in everyday situations and planned activities for example, as they sort shapes by colour and size. Good opportunities are provided to weigh, measure and compare using a variety of resources such as, sand and water play and baking activities. However, occasionally opportunities are missed to reinforce children's understanding of simple number operations such as adding together and taking away.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

An interesting range of topics allow children to explore and investigate aspects of both the man made and natural world. They have regular access to a laptop and to a good range of everyday technology. Children use their own ideas to make things by building and joining. They are consistently encouraged to talk about past and present events. They are developing an awareness of their own and other cultures through a range of resources and as they celebrate a variety of festivals.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently around the pre-school showing a good awareness of space and others. Staff are on hand to support and encourage new skills such as helping children to throw the ball through a hoop. They learn about health and bodily awareness through topics and planned activities. Children are learning to handle tools such as pencils, brushes and scissors with increasing skill.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children explore texture, shape and colour as they participate in a variety of creative activities. They are offered activities that encourage them to respond in a variety of ways to what they see, hear, touch and taste, for example, they describe how the 'crazy soap' feels and smells. They sing and explore sounds using tapes and musical instruments. Children are actively encouraged to use the imaginative play area and to engage in meaningful 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**

- evaluate the organisation and purpose of 'circle time' consider the most appropriate seating arrangements for the children, staff deployment and the learning opportunities offered,
- offer more opportunities for children to develop their independence for example, by pouring drinks for themselves and choosing the resources they wish to use,
- develop a system to monitor and evaluate the educational programme provided as a tool to help children progress towards all the early learning goals.

*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.*