



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 136075

DfES Number: 522737

INSPECTION DETAILS

Inspection Date 25/11/2003
Inspector Name Kay Roberts

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Augustines of Canterbury Pre-School
Setting Address St Augustines Church School
Boscombe Crescent, Downend
Downend
South Glos
BS16 6QR

REGISTERED PROVIDER DETAILS

Name The Committee of St Augustines of Canterbury Pre School

ORGANISATION DETAILS

Name St Augustines of Canterbury Pre School
Address St Augustines Church School
Boscombe Crescent
Bristol
Avon
BS16 6QR

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 Augustine of Canterbury Pre-School Playgroup was first established in 1978, and it is a member of the Pre-School Learning Alliance. It is a community pre-school run by a parent committee. The group meets in a self-contained building owned by St Augustine of Canterbury Roman Catholic Church, and is situated on the site of the primary school of the same name.

The premises contain a playroom, toilet facilities and a lobby. There is also a small enclosed outside play area.

Children who attend the pre-school are from an urban area of mixed housing on the edge of the city of Bristol, but which falls into the administrative district of South Gloucestershire. There is some cultural diversity and three children who attend speak English as a second language. At present there are fifty children on the register, and of these nineteen three-year-olds receive funding. There are currently no four-year-olds in receipt of funding. There is provision for children with special educational needs.

The pre-school offers five morning sessions from 9.00 to 11.30 hours. Afternoon sessions run from 12:30 to 15:00 hours on Mondays, Tuesdays and Thursdays. On Wednesday and Friday afternoons sessions are held from 13.00 until 15:00 hours.

There are six members of staff, five of whom hold a relevant child care qualification. The setting receives advice and support from the early years partnership.

How good is the Day Care?

St Augustine of Canterbury Pre-School Playgroup provides satisfactory care in a warm, welcoming and safe environment. Children's work is displayed around the room and there are many resources available to children, although these are not always clearly labelled and accessible to younger children. Premises are secure and there is a safe system for the arrival and collection of children.

There is a thorough induction for new staff and training, including child protection, is given a high priority. The established staff group work well as a team and provide a high level of support to children, which is assisted by the support of a parent attending each session. To facilitate children gaining maximum benefit from their time at the setting, they are appropriately grouped and their interests followed through. Staff have a good knowledge of equal opportunities and all children, including those with special needs, are valued and differences acknowledged.

Children are provided with a stimulating range of activities which help them make progress in all areas. However, planning does not detail children's individual needs. Children are keen to explore and investigate, and this is encouraged by adults asking questions which make them think. Children develop strong relationships with peers and are well behaved.

Although health and hygiene are promoted, not all children wash their hands after using the toilet. Appropriate arrangements are in place for managing first aid and administering medication. Healthy eating is encouraged and special dietary requirements are met. Children are provided with a drink of milk or water towards the end of the session, but drinks are not readily accessible at other times.

There is a close working partnership between staff and parents, who are well informed about both the provision and their children. The need for confidentiality is recognised and up-to-date documentation is locked away securely.

What has improved since the last inspection?

At the last inspection the group agreed to meet four actions. The first action agreed was to complete a risk assessment of the premises. This action has been met in full, by completing a standard risk assessment at the beginning of the year. Each additional risk noted has been assessed as soon as the risk has been identified.

The second action has been met by covering the low level glass panel in the external door, to make it safe.

Staff were also required to ensure that anyone responsible for the preparation of food complied with Environmental Health requirements. One member of staff attended basic food hygiene training and a list of requirements of people handling food is displayed in the kitchen. This action has been met in full.

The final action was to update staff knowledge of child protection. The leaders have undertaken child protection training and two other members of staff received child protection training as part of their NVQ 3 course. The updated child protection procedure has been read and agreed by all staff. This action has, therefore, been met in full.

What is being done well?

- The pre-school provides a warm, welcoming and safe environment.

- The established staff group work well as a team and provide a high level of support.
- Children are provided with a stimulating range of activities which help them make progress in all areas.
- Children develop strong relationships with peers and are well behaved.
- Healthy eating is encouraged and special dietary requirements are met.
- There is a close working partnership between staff and parents.

What needs to be improved?

- detail in planning sheets
- accessibility of resources
- hygiene practices of some children
- availability of drinks.

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
5	Make resources more accessible to younger children.
7	Ensure all children follow good hygiene practices.
8	Make drinks readily accessible to children.
3	Ensure children's individual needs are included in planned activities, so that in the absence of the key worker each child's needs are met in full.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals.

Teaching is generally good. The established staff group work well together as a team and have a good understanding overall of the early learning goals. Each aspect of the six learning areas is incorporated in planning at least once a year, and extensions are included for older more able children. However, plans contain insufficient detail for children's individual needs to be met if their key worker is not present. There is good support for children with special educational needs and those for whom English is a second language. Some opportunities to increase children's independence are missed, and presentation of the book corner does not encourage children to use it. Children are provided with a balanced range of stimulating activities. The home corner in particular has a wealth of material available to children, and it presents them with excellent opportunities for imaginative play. Staff are pro-active in managing children's behaviour and have a consistent approach, which focuses on positive reinforcement of good behaviour.

Management and leadership are very good. There is a clear remit for all staff, parent assistants and committee members. The leaders are able to identify the strengths and weaknesses of the setting. For example, planned areas for development include the introduction of an appraisal system for staff in the New Year and the construction of a covered area to facilitate use of outside space in wet weather.

The partnership with parents is very good. Parents receive good quality, written information about the setting and their child's progress through formal parents' evenings and contact books. Parental contribution to the playgroup, for example, through participating in the duty system, is warmly acknowledged by staff and the committee.

St Augustines Nursery Pre-School Playgroup serves its local community well.

What is being done well?

- Clear leadership with a vision as to how the quality of care and education provision can be improved for children.
- These is an established staff group who work well together as a team and have a good understanding overall of the early learning goals.
- Children are sociable, well behaved, able to share and naturally curious.
- Children have good communication skills and respond with enjoyment to stories and rhymes.
- The home corner is well supported and provides excellent opportunities for imaginative play.

- There is a strong partnership between staff and parents, who receive quality written information about both the setting and their child's development.

What needs to be improved?

- opportunities for children to develop independence in all areas
- encouragement for children to look at books on an informal basis
- development of planning to include details of any special considerations which may be required for specific children.

What has improved since the last inspection?

Following the last inspection on 9 July 1999 two key issues were raised.

1 Develop more opportunities for children to become familiar with letters of the alphabet, recognising them by shape and sound, and to explore rhyming sounds.

2 Continue to develop planning and assessment, so that it is clear to all involved what children are intended to learn from the activities, and so that all learning outcomes are assessed.

Staff have discussed both key issues with an advisory teacher from South Gloucestershire.

Progress against key issue one has been generally good. As children get older they are introduced to sounds of letters at snack time and on an individual basis are shown the shape of letters when writing their name or other information. An alphabet frieze is also displayed in the room. Children are given opportunities to explore rhyming sounds through stories and singing.

Progress against key issue two has been very good. Planning now clearly identifies learning outcomes for children. Each activity is assessed by the key worker and this is fed into planning. Any shortfall in the learning for a specific activity is addressed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested and motivated to try new activities. They show increasing confidence and a growing awareness of their own needs. However, they have insufficient opportunities to develop independence in some areas. They are able to speak out and sing alone in front of a group. Children form good relationships with both staff and peers. They are learning respect for each other and are sensitive to other's needs. Children are well behaved, polite and assist in tidying up.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have good communication skills, and this is particularly evident when they explore imaginary experiences. They enjoy and listen to stories and participate in singing familiar rhymes. However, not much informal use is made of the book area. Children know that print carries meaning and are aware that it is read left to right, and top to bottom. Children have opportunities for informal mark making and some are beginning to write their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to say and use number names in familiar contexts. At register time children can count up to seventeen, with adult assistance. Participation in nursery rhymes, such as 'Five Speckled Frogs' is increasing children's awareness of subtraction. They are developing an understanding of mathematical language, such as bigger and smaller. Children recognise some geometric shapes and can solve simple practical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are keen to explore and investigate, and as a result are gaining an understanding of how things work. They are developing competence at using information and communication technology. Children can construct items using a range of objects. They are beginning to grasp the concept of time and are learning about the natural world. Children show increasing knowledge of their own culture and beliefs and those of other people.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move safely and confidently both inside and outdoors, showing an increasing awareness of space. They are developing an understanding of their own bodies and follow good hygiene practices. Children are learning how to use a range of equipment, tools and materials, some of which require large muscle control and others fine manipulative skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy exploring a range of media and materials, showing particular interest in textures. A favourite activity is singing simple nursery and action rhymes from memory. Children explore sounds as they use a variety of musical instruments. They become engrossed in imaginary worlds, particularly in the home corner and with the trains. They respond to a range of experiences, such as the stickiness of glue on their hands and comical stories.

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

- Provide children with further opportunities to develop independence.
- Enhance the programme for communication, language and literacy by making the book corner more appealing to children.
- Further develop planning to include details of any special considerations which may be required for specific children.

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.