



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 316846

DfES Number: 534323

INSPECTION DETAILS

Inspection Date 05/05/2004
Inspector Name Jane Pamela Berry

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Footsteps - St. Andrews Church Playgroup
Setting Address St. Andrews C of E School
Graves Street, Radcliffe
Manchester
Lancashire
M26 4GE

REGISTERED PROVIDER DETAILS

Name The Committee of Footsteps - St. Andrews Church Playgroup

ORGANISATION DETAILS

Name Footsteps - St. Andrews Church Playgroup
Address St. Andrews C of E School
Graves Street, Radcliffe
Manchester
Lancashire
M26 4GE

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

Footsteps pre-school playgroup operates from a porta-cabin within St Andrews Primary School grounds in the Radcliffe area of Bury. Footsteps has been registered since 1994.

Footsteps have a large playroom, with adjacent toilet facilities and a cloakroom. A secure outdoor play area for the sole use of the pre-school is available. The pre-school also has access to the school facilities on site.

The pre-school is registered for 26 children. There are currently 54 children on roll, of whom 14 children are funded three and four year olds. Children with additional needs attend the provision.

The group operates five mornings a week 9:15- 11:45. The group also operate afternoon sessions on Tuesday's and Thursday's between the hours of 13:15 and 15:15 for children who may have missed admissions during the September term.

How good is the Day Care?

Footsteps Pre-School provides good quality care for children. The provision is well organised and curriculum planning for children is good. Staff are interested in children's achievements and support their learning appropriately. Children receive personal attention and continuity of care is promoted through a key worker system. Children's self help skills are promoted and children are encouraged to undertake tasks that promote their growing independence. Children are encouraged to show care and concern for others. Children enjoy the varied range of activities, for example children are learning to use their senses through practical activities. Children's safety and welfare is promoted. Safety is afforded high priority, the environment is safe and secure. The lock to the external gate in the play area required some attention, however this was dealt with immediately. Staff ensure a high level of supervision at all times both indoors and whilst the children are outside. Children with additional needs attend the setting and are appropriately supported, ensuring successful outcomes for all children. Inclusion is promoted through

activities and the celebration of festivals. The provision for children is of high quality overall, and staff work very well as a team to support children's development in all aspects. Staff monitor children's progress to ensure children reach their maximum potential. These records are routinely shared with parents on an informal basis, usually verbally as parents collect their children. Parents are well informed about the daily routines and activities through the regular distribution of a newsletter. This describes the activities on offer and what it is hoped children will learn from them. Parents have access to comprehensive policies and procedures and have made very positive comments regarding the services they receive.

What has improved since the last inspection?

At the last inspection the provider was asked to include arrival and departure times in the registers, and to update the following policies and procedures;

Indicate in the operational plan how the ratio's and the qualification requirements will be met. Update procedures for lost and un-collected children, safety and risk assessments, provide a no smoking policy, improve medication, behaviour, complaints and child protection procedures.

The provider has made very good progress with all the previous actions and recommendations. Further work has been identified regarding the child protection procedures in order to make the procedure clearer regarding allegations made against staff and volunteers.

What is being done well?

- Staff are qualified, access regular training and have experience working with young children, resulting in children being happy, settled and familiar with their surroundings. The operational plan is very effective and space is utilised well.
- Documentation is well maintained for all children. There are risk assessments in place and fire procedures are satisfactory. Accident and medication policies are adhered to and good personal hygiene is promoted reducing the risks of cross infection.
- A broad and balanced range of activities that stimulate children's learning are available. Children are having fun and are making good progress. Activities encourage children to respect differences. Children have good relationships with adults and their peers. Resources are adequate for the needs of the children. They reflect different lifestyles and promote equality of opportunity.
- Behaviour is managed positively by staff, enabling children to behave well and often resolve their own differences. Children are respected and their personal independence is promoted. Staff understand that the child's welfare is paramount and would act in the child's best interests.
- Parents are well informed of children's progress, they have information on the early learning goals and the work undertaken with children. They are invited to contribute information and are involved in meetings with staff on children's

progress.

An aspect of outstanding practice:

The environment is set up to actively promote children's growing independence. This is enhanced by the support afforded to the children according to their individual needs, which are recorded well. The children are encouraged to develop autonomy and to persevere with new and difficult tasks, helping them to be successful achievers and motivated listeners and learners. Staff respond to children's thoughts, wishes and feelings encouraging children to contribute and to work effectively as a group. (Standards 3 & 10)

What needs to be improved?

- security of the gate in the play area.
- further develop child protection procedures.

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
13	Continue to develop the child protection policy in line with ACPC guidelines.

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

How effective is the nursery education?

Footsteps pre-school offers very good quality education. Children are making very good progress in all areas of their learning, they are happy, confident and independent. The quality of teaching, the interaction with children, curriculum planning, and the way the environment is organised to support children's independent access to resources, all contribute to children being active and successful learners. Teaching is strong in all aspects of the curriculum. Adults interact well with children introducing new ideas as children play. Children learn practical skills through meaningful experiences that captivate their natural curiosity. Leadership and management is very good. The assessment records for children are very good. Staff complete detailed records on what children can do and are aspiring to achieve and these records are well maintained. Observations of children in the different aspects of learning are recorded well and are often accompanied by photographs of children working. Meetings are held with parents to discuss children's progress at the end of the final term prior to children's admission to school. This could be developed further by parents making more of a contribution to assessments and by utilising the information more effectively. Staff and parents work well as a team. Effective systems are in place to support children with special educational needs, resulting in all the children making very good progress. Partnership with parents is very good. Parents have open access to information held on their children and a newsletter and a notice board is available to them. Parents have made very positive comments regarding the care their children have received.

What is being done well?

- Children are happy, confident individuals, they are making relationships with others and enjoy sharing their ideas and being part of a group. Children behave well, they seek to please others and often resolve their own differences. Staff use effective questioning techniques, they are responsive and manage children's behaviour extremely well.
- Children concentrate for lengthy periods of time and are making very good progress in all areas of their development. They work effectively as a group and take responsibility for the environment.
- Parents are informed of children's progress through regular dialogue and assessments. All children have access to an interesting curriculum based on play and provision for children with additional needs is very good.
- There is a strong commitment to further development and training opportunities. Staff work cohesively as a team to support children in a well organised, and stimulating environment.

What needs to be improved?

- Parent's contribution to developmental assessments.
- Information technology

What has improved since the last inspection?

At the last inspection three key issues were identified as follows;

Develop the written plans further to clearly identify how priority is given to personal and social development, language and literacy and mathematics, throughout the well established long term programme.

Develop staff knowledge and understanding of independent learning.

Actively promote the development of children's independence, use of initiative and responsibility within their learning.

The provider has made very good progress in all of the areas identified and has satisfactorily achieved all the above, resulting in better outcomes for the children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have established good relationships with adults and their peers. They are confident and are becoming increasingly independent. They take personal responsibility for the environment and show care and concern for others. Children attend to their own personal needs and are effective problem solvers and enthusiastic learners. Children's ideas are actively promoted through the wide variety of play experiences. Children are well behaved and work well together in groups.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk about their experiences and communicate their ideas very well. Children form recognisable letters and some children can write their name. Children make representations on paper, utilising available opportunities to write for different purposes and across all areas. Children enjoy stories and rhymes and participate with enthusiasm. Resources that develop their language and comprehension are well resourced and are of interest to children of all ages and stages.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count & calculate using materials that are continuously available, providing many good opportunities for children to practise and consolidate their skills. Children count objects readily. There are many opportunities introducing children to mathematical language and concepts, these are well utilised by the adults. Children count confidently to ten and above, they also recognise pattern, shape, colour and sequencing. Children enjoy using the computer for number work.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the world they live in, they are curious and inquisitive. They enjoy learning about nature and caring for living things. Children learn about different lifestyles, through meaningful play experiences. Children operate technology with varying degrees of competence. Activities to support children's learning about the world we live in are very good. Children build and construct models and experiment with a variety of materials.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a range of equipment they move around negotiating objects with confidence and control. Children sing rhymes pointing to parts of the body. Children run, hop, jump, climb, balance, throw, and catch objects. They enjoy playing outside where opportunities for physical challenges and robust play are encouraged. Children use fine motor skills well handling tools skilfully and competently.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children participate in activities and follow instructions well. Opportunities for self-expression and creativity are encouraged. Children select activities for themselves and enjoy the freedom to exercise choice. Children participate in many age appropriate and stimulating activities and enjoy 'hands on experiences' using different resources. Children use the role-play area very well and enjoy pretending to go on a journey to the seaside, utilising equipment from the home area.

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 weaknesses identified however points for consideration could be given to the following;
- Increasing parent's contribution to developmental assessments on their children.
- Extending the resources for information technology.

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.