



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 148676

DfES Number: 540712

INSPECTION DETAILS

Inspection Date 22/03/2004
Inspector Name Jenny Scarlett

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St James Church Pre-School
Setting Address St James' Church Centre
Kingfisher Drive, Woodley
Reading
Berkshire
RG5 3LH

REGISTERED PROVIDER DETAILS

Name The Committee of St James Church Pre-School

ORGANISATION DETAILS

Name St James Church Pre-School
Address St James' Church Centre, Kingfisher Drive
Woodley
Reading
Berkshire
RG5 3LH

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 James Pre-School opened in 1974. It operates from St James Church in the town of Woodley. The pre-school have access to two rooms and a fully enclosed out door area. The pre-school serves a wide geographical area.

There are currently 38 children on role. This includes 19 funded three and four year olds. Children attend a variety of sessions a week. The pre-school supports children with special needs and those who speak English as an additional language.

The pre-school opens four days a week during school term times. Sessions are from 09:15 to 11:45 and 13:00 to 15:30 on Monday and Thursday and 09:15 to 11:45 Tuesday to Friday.

Nine part time staff members are employed to work with the children. Five have Early Years qualifications which include; 2 with BEd early years, 2 NNEB and 1 NVQ level 3. Three staff members are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

St James Pre-school offers good quality care for children. Staff develop good relationships with the children and parents. The staff team are committed to updating their childcare skills and knowledge with regular training. The management committee provides good support to the staff and shows a sound knowledge of the requirements for registration and the National Standards for Sessional Day Care. The pre-school are currently recruiting a supervisor and staff are working effectively providing consistency of care for the children and parents of the pre-school. All documentation is in place, however some areas lack the necessary detail.

Staff give high priority to ensuring the safety of the children and consistently carry out procedures detailed in the policies for health and safety and child protection. Good hygiene is promoted and the children are encouraged to become independent

in their personal care. A good range of healthy snacks are offered and staff foster the children's independence appropriately. Children develop confidence and are secure in their environment.

The staff ensure the children have access to a wide range of interesting and stimulating activities with a well planned curriculum to promote and enhance the children's play and learning, indoors and outdoors. There is good support for children with special needs. Staff are caring and sensitive to the children's needs and children's behaviour is well managed.

The staff have good relationships with parents. The parents support the pre-school and liaise with staff daily. Children's progress records are recorded and shared with parents. Parents receive good quality information relating to the setting, its policies and curriculum.

What has improved since the last inspection?

N/A

What is being done well?

- The high ratio of qualified staff and staff's commitment to updating their childcare knowledge and skills results in the pre-school providing an effective play and learning environment where the children can progress, feel settled, are confident and generally happy.
- The pre-school provides an effective play and learning environment for the children indoors and out. Children are happy and settled in their environment, they move around freely and with confidence.
- All children's work and achievements are valued. Their work is sympathetically displayed in all areas of the pre-school. The room and play areas are well prepared and activities well presented to the children, encouraging their confidence to select play materials from a good range of resources.
- Staff are vigilant of the children's safety at all times as detailed in their policies for health and safety and child protection.
- Staff are working effectively as a team with clearly defined roles providing consistency for both children and parents. The managing committee knows their staff well and utilise their individual strengths and skills within the pre-school. A well structured management system and commitment to early years is clearly visible.

What needs to be improved?

- the procedures for recording the opening hours and child protection.

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	further develop registers to include hours of attendance;
13	develop procedures for protecting staff from allegations of abuse.

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

How effective is the nursery education?

St James Pre-school provision is acceptable and of good quality. Children are making generally good progress towards the Early Learning Goals. Effective teaching helps the children make very good progress in Personal Social and Emotional Development, Knowledge and Understanding of the World, and Physical Development.

Teaching is generally good with some missed opportunities. The strengths in personal social and emotional development and knowledge and understanding of the world are due to the interaction from staff, engaging the children in stimulating well planned activities and consolidating the children's learning.

Planning of the curriculum is effective and covers the early learning goals and the stepping stones, however plans do not state how activities are evaluated or include targeted activities for individual children. Observations and assessments kept of the children are clearly recorded and show children's progress, however they do not show what needs to be included in the next steps for learning. There are effective systems in place to provide good support for children with special needs.

Leadership and management is generally good. The managing committee are currently recruiting a new supervisor and staff are acting as temporary supervisors to provide consistency for parents and children of the pre-school. However a well structured management system and a shared understanding and commitment to early years is clearly visible. The chairperson knows her staff well and utilises their individual strengths and skills within the pre-school. Staff work well as a team with clearly defined roles.

Partnership with parents is very good. Parents are well informed about the pre-school its routines and curriculum. Good quality written information about the provision is made available for all parents.

What is being done well?

- Children are adept in their physical skills through regular planned and spontaneous activities and competent teaching ensures that children's progress in physical development is very good.
- Staff set challenges for children that increase their thinking and skills with practical first hand experiences to explore and investigate.
- Staff use good consolidation techniques through repetition, questioning and revisiting topics to enhance the children's learning.
- Children's personal social and emotional development is very good. They are confident, interested and able to work on their own. Their behaviour is well managed due to the clear expectations of staff. The accommodation and

resources are used well to support the children's learning.

What needs to be improved?

- staff's knowledge of how to plan the curriculum to ensure that it is linked to the stepping stones for the early learning goals and is in enough detail to show what the children are to do, the intended learning outcomes, how more able and less able children will be provided for, how the staff will be deployed and the resources needed.
- staff's assessment of where the children are in their learning so that they can help them move onto the next stage.
- increase staff's knowledge of how to use everyday activities to help children develop their understanding of comparing numbers, through practical problem solving;
- opportunities for the children to listen to different types of music and begin to differentiate one sound from another.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show good concentration skills and express their needs confidently. They are developing their independence skills and are confident to work independently at a variety of activities. Children are sensitive to the needs of others, share toys and resources, readily take turns and co-operate with each other. Children are praised in their work and play, helping build their self-esteem and confidence. They confidently use their initiative to expand activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children interact and talk with each other and adults confidently. They readily include staff in their play and activities. Children use language well to negotiate and express their ideas with each other and adults. Their spoken language skills are developing well as a result of the good range of activities, however there are missed opportunities for children to distinguish sounds. There are good opportunities for the children to practise emergent writing and to recognise their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn how to use numbers in every day situations and show that they understand size and shape through planned practical activities. Many children count up to and beyond ten however there are missed opportunities for children to compare groups of numbers. There are good one to one activities to extend the children's understanding of matching and comparing with good opportunities to consolidate and develop children's mathematical learning through practical every day activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children receive many opportunities to talk about their families and past present events in their lives. They experience a good range of activities to learn from first hand experiences and aid them to learn to use their senses. Children show confidence in design and making skills using a range of recycled materials. There are good resources provided in the daily programme for children to construct, investigate and assemble. Children are confident in the use of technological resources.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing good coordination, spatial awareness and small and gross motor skills through well planned, spontaneous activities in the everyday routines. The children are adept in their skills of climbing and balancing and show perseverance when learning to balance on beams. The children understand the importance of good hygiene practices. Children move confidently around the pre-school environment and enjoy a range of activities both in and out of doors.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children experience a good range of resources and activities to explore a variety of media and materials. Children respond enthusiastically to new experiences and are confident in communicating their thoughts and feelings. Children express their ideas freely and show enthusiasm at singing time, however there are missed opportunities for children to listen to different types of music. Children use their imagination well with a good range of resources available to promote their imaginative skills.

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 planning to sure that it is linked to the stepping stones for the early learning goals and is in enough detail to show what the children are to do, the intended learning outcomes, how more able and less able children will be provided for, how the staff will be deployed and the resources needed;
- increase staff's knowledge of how to use everyday activities to help children develop their understanding of comparing numbers, through practical problem solving;
- increase staff's knowledge of assessment where the children are in their learning so that they can help them move onto the next stage.

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.