



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 511317**

**DfES Number: 511947**

### **INSPECTION DETAILS**

Inspection Date      10/12/2003  
Inspector Name      Louise, Caroline Bonney

### **SETTING DETAILS**

Day Care Type      Sessional Day Care  
Setting Name      St Johns Pre-School  
Setting Address      London Road  
                                 Hook  
                                 Hampshire  
                                 RG27 9EG

### **REGISTERED PROVIDER DETAILS**

Name                      MRS MOIRA HARE

## 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 John's Pre-School has been run by its present owner since 1993. It operates from a church hall located in the centre of Hook. The Nursery serves the local area.

There are currently 32 children from 2 years 9 months to under 5 years on roll. This includes 17 funded 3 year olds and 7 funded 4 years olds. Children attend for a variety of sessions. No children currently attending have special needs or speak English as an additional language.

The group opens for 6 sessions, rising through the academic year to 8 sessions, from Monday to Friday during school term times. Sessions are from 09:00 until 12:00, and 12:15 until 15:00, and children bring a packed lunch to afternoon sessions.

There are five part time staff working with the children. Two have early years qualifications at levels two and three. One member of staff is currently on a training programme. The setting receives support from a teacher mentor through the area cluster-group meetings. Support and advice is also received from the Area Special Educational Needs Co-ordinator and other professionals.

### How good is the Day Care?

St John's Pre-school provides good care for children. There are excellent operational plans that ensure the proficient running of the group. The accommodation provides a warm and welcoming environment for children. The hall is set up to provide easy access to an imaginative and well-balanced range of activities, which children can independently access. Regular use is made of the adjacent school's playground and equipment for outdoor play. Good resources provide for most areas of learning, apart from wheeled equipment and resources to reflect positive images of disability. There is clear documentation, which includes policies and most procedures required.

Staff are vigilant about safety, and promote hygiene well in most areas, which helps children develop understanding. Children's individual needs are carefully met,

whether educational or dietary. Parents and staff support the themes and celebrations that introduce children to each other's cultures and religions, and help them understand and value each other's differences. Staff are aware of child protection issues and procedures are given to parents on joining the group.

Children develop good relationships with their peers and the staff. They participate well in the activities, showing increasing levels of concentration and independence. Children enjoy the balance of adult-led and freely accessible activities, and find them stimulating and interesting. Staff effectively promote the early learning goals, although some learning opportunities are missed at snack time. Children behave well, and are polite and helpful.

The pre-school has good relationships with parents. Parents feel very welcome and are confident staff meet the needs of their children. They attend introductory sessions and receive well-documented information about the provision. Staff ensure they keep parents informed about their children's progress, and, apart from the medication record, share all records fully.

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

This section is not applicable as the last visit was a transitional inspection.

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

- Staff imaginatively plan and resource role play and other activities which stimulate and interest the children, shown by their keen participation and independent learning. They skilfully extend their thinking through questioning and talking about their activities.
- Premises are set up to provide a warm and welcoming environment for parents and children. Easy access to the facilities encourages children's independence in their personal care. There are effective systems for the arrival and departure of the children, and access to the hall, which ensure the safety of children and staff.
- Staff provide very good support for children with special needs, and work closely with other professionals and parents. They apply for funding so that additional adult support can be given, and develop individual education plans to help the children progress.
- Staff have high expectations of behaviour, which children respond well to. They use explanation, praise and encouragement to promote good behaviour. Children are polite, take turns, and when given a task are quick to help.
- Parents are well-informed of their children's progress. They receive information through the daily conversations with staff, and also attend the annual parents' evening. At this meeting staff share the children's written progress records with them, and introduce parents to the Foundation Stage. The notice board and newsletters provide information about the curriculum, which helps parents extend their children's learning at home.

**What needs to be improved?**

- documentation and records - to include Ofsted's contact details in the complaints procedure, lost child in the uncollected child procedure, parent's signature for medication after administration
- hygiene through suitable provision for drying hands
- resources to reflect positive images of disability.

**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
7	Ensure good hygiene practices are in place regarding drying hands after washing.
14	Ensure that all records relating to day care activities are in place.

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

### How effective is the nursery education?

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good and the curriculum is well balanced. Staff develop good relationships and interact well with the children, extending their thinking through questioning and discussion. They present activities in a stimulating way, which reflect the children's interests and experiences, and ensure their enthusiastic participation. Observations and assessments are used to inform planning, although plans lack sufficient detail to help ensure individual children's progress. Staff extend activities, but not always sufficiently for the more able children. Good support is given to children with special educational needs.

Leadership and management of the setting is generally good. Areas of improvement have been identified, and some have been implemented. Staff are committed to attending additional training, and an action plan is in place. Training towards early years qualifications has been delayed while they provide extra support for the group during a key member of staff's absence.

The partnership with parents and carers is generally good. Parents are very happy with the group, and find staff very approachable and friendly. They receive good information about the provision, its policies and procedures. They share their children's assessment records at an annual meeting, or by request at any other time, although they are unable to contribute to them. Parents are very aware of the Foundation Stage and the stepping stones currently being targeted. The setting encourages parents to attend sessions to share their expertise.

### What is being done well?

- Children are confident and sociable. Staff foster good links with families, the children settle well and form trusting relationships with each other and the staff.
- Staff have good questioning skills, ask children about their activities, and help children extend their thinking and language.
- Children enjoy an excellent range of role-play, which reflects their interests and experience.
- Children use emergent writing in a good variety of activities, and find their name cards at snack time. Staff write descriptions on their pictures, which the children dictate, so that children increasingly recognise that print carries meaning.
- Children count up to five confidently in a range of activities, and some can

predict the next number. They use mathematical language to describe position, size, shape, and amount.

- Children explore and investigate a variety of materials with their senses during activities such as cookery, when they talk about the ingredients, melt chocolate and butter and roll sweets in cocoa powder.

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

- planning, to show possible extension of activities for more able children, and link to assessment records that clearly show children's progress
- use of snack time to encourage independence and learning
- opportunities for children to see numerals in the environment and do simple mathematical calculation
- opportunities to help children explore objects by talking about similarities and differences and show an interest in how and why things happen.

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

The pre-school has made generally good progress towards addressing the key issues raised at the last inspection.

They were asked to develop staff awareness of, and implement, the Code of Practice for children with special educational needs. There is now a named Co-ordinator who has attended training and ensures implementation of the Code. The pre-school now have much more experience of special needs, they liaise closely with parents and other professionals, and develop individual education plans to ensure the progression of the child.

The pre-school were asked to develop the children's assessment records to show progress, and to allow parents to contribute to them. New records are now in place, which clearly link to the Foundation Stage stepping stones, although they lack sufficient clarity in some areas to show progress. Examples of children's work are also kept as part of the record. Parents still do not contribute to these records.

Technological resources needed to be made available. The children now have regular use of a computer, play telephones, calculators, two programmable toys, play mobiles, and use of tape recorder with microphone.

More large play equipment was required, and the pre-school now also have a trampette, rocker and small slide, to which children have regular weekly access.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff provide a friendly, welcoming and caring environment. Children separate well from carers and develop good relationships with peers and staff. They are confident, select their activities independently, keenly join small and large group activities, and enthusiastically contribute to discussions. Staff have high expectations of behaviour, and children respond well to requests, helping to tidy up, share and take turns. Some opportunities are missed to extend independence at snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

They are confident communicators, and increasingly use language for thinking. They enjoy the many opportunities to use mark making within various activities. Children recognise their names, and some can write them clearly. They have good access to books in all areas of the setting, and enthusiastically participate in story time, distinguishing sounds made to represent long grass or mud. They understand print carries meaning, and describe their work for staff to write on their pictures.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Staff introduce number in a variety of activities, and children count confidently up to five, some can predict the next number. They play dice games and count their moves, and use basic mathematical language during activities. They compare the number of boys to girls present, but miss other opportunities to use simple calculation. They learn about shape, size and position through activities such as cookery, when they weigh ingredients and talk about the shapes of the packaging.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate a variety of materials through activities such as melting chocolate or using magnets, but do not talk about objects similarities or differences. They enjoy building models with construction toys and recycled materials, and are becoming familiar with using the computer. Children are aware of their environment through visits to the school or village centre. They are developing awareness of their own and each other's cultures through sharing celebrations and themes.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children confidently move around the room and show good awareness of space while participating in action rhymes. They use a wide range of small equipment and tools with increasing control and co-ordination, such as play knives, rolling pins, water-pump and jugs. Children play on larger equipment indoors, and outdoors in good weather, but it is not available every week and there are no large toys with wheels. They show good awareness of personal hygiene, and capably undertake routine tasks.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children increasingly recognise colours through the activities provided. They experiment with musical instruments, and join in singing and ring-games. They use dance to express themselves, although the music provided is limited. There is an excellent variety of role-play, which builds on the children's experiences, as well as use of puppets and small world people to help them express and develop their ideas. Craft resources are freely available, but not used to support their 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**

- Further clarify children's progress on assessment records, and identify activities in planning to support their progression.
- Develop snack time to provide more opportunities for independence and learning.

*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.*