



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 133990

DfES Number: 520788

### INSPECTION DETAILS

Inspection Date	10/11/2004
Inspector Name	Gillian Noble

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Peter's Under 5's Pre-School
Setting Address	St Peter's Church Rooms First Turn Wolvercote Oxfordshire OX2 8AQ

### REGISTERED PROVIDER DETAILS

Name	The Committee of The Management Committee St Peter's Under Fives
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### ORGANISATION DETAILS

Name	The Management Committee St Peter's Under Fives
Address	Wolvercote First School First Turn Oxford Oxfordshire OX2 8AQ

## 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 Peter's Under 5's Preschool is a committee run group. It has been running for over 30 years and operates from a small detached hall behind St Peter's church. There is a fenced off area available for outside play.

A maximum of 20 children may attend at any one time. The group is open Tuesday, Wednesday and Thursday mornings between 9:00 and 12:00 term time only. There are currently 11 children on roll aged from two years to four years, of these five children receive funding for nursery education. There are currently no children with a special educational need or for whom English is an additional language.

The group employs three staff who are currently working towards early years qualifications.

### How good is the Day Care?

St Peters Under 5's Preschool provides satisfactory care for children.

A committed staff team plan a variety of activities using both indoors and outside space. There is a selection of toys and equipment but a limited range of resources to represent a diverse society. The required documentation is maintained well.

Most areas of the premises are safe however access is not effectively monitored. Clear records are completed to ensure children's good health is promoted. Staff take the necessary action to protect children from risk of cross infection. Children's dietary needs are recorded and reflected in the healthy snacks and drinks provided.

The preschool welcomes all children but arrangements do not always support the needs of all children for example those with special educational needs. Staff reinforce positive behaviour but there are few strategies in place to support individuals in managing the behaviour of younger children.

The preschool has good relationships with parents. There is an active committee who work closely with the staff.

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

At the last inspection the preschool was asked to address a number of actions. Children's attendance is now recorded in detail when they arrive. There are policies in place to underpin the preschool in its operation including lost child, child protection and complaints. These are shared with parents effectively. The group continues to work towards meeting the qualification requirements for staff but has not yet fully addressed the safe monitoring of access to the provision.

**What is being done well?**

- Children are provided with a range of healthy, nutritious drinks and snacks which reflect their dietary needs.
- Staff take appropriate action to promote the good health of children. Detailed records ensure child's medical needs are known and taken into account during the session.
- There are detailed policies which are available to staff and parents which inform them of the groups aims. Documentation is maintained appropriately to support the running of the group
- Parents are encouraged to join in with the sessions and enthusiastically support the proviso. Regular parent helpers receive clear information about their role and feel valued.

**What needs to be improved?**

- monitoring of access to the provision
- staff's knowledge of children's individual needs
- staff's knowledge of age appropriate behaviour management strategies
- resources which reflect a diverse society.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

**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 must take the following actions by the date shown**

Std	Action	Date
6	Ensure access to the premises is monitored effectively so that unauthorised adults do not have access to the children	16/11/2004
10	Ensure staff have an appropriate knowledge and understanding of children's individual needs and draw up plans to support them	04/01/2005
11	Develop staff's knowledge of behaviour management to enable them to support children in an age appropriate manner	04/01/2005

### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
5	Develop the range of resources which reflect a diverse society including positive images of different cultures, abilities and gender.

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

### How effective is the nursery education?

At St.Peters under 5's pre-school provision is unacceptable and children are making poor progress towards the early learning goals.

Staff provide a range of activities for children each week. The quality of teaching is poor. Staff treat the children kindly, although the management of children's behaviour is poor. The organisation of the daily routine, time and resources is not effective and children are not appropriately challenged to ensure that they are making progress towards the early learning goals. Staff do not question the children effectively and learning opportunities are lost. The assessment systems are inadequate and do not link to future planning.

Leadership and management is poor. Staff and the management committee are committed to keeping the pre-school open and have identified staff training as an urgent issue. The present management structure appears to provide ineffective support to staff,

in particular relating to planning and teaching. A system to monitor and evaluate the educational provision is also needed.

The partnership with parents is generally good. Parents are provided with verbal information regarding their child's day and can access the progress sheets whenever they wish. However, the information given to parents does not always reflect accurately children's actual progress. The plans available are shared with parents on the display board and there is a successful parent helper rota in place.

### What is being done well?

- Relationships with parents are generally good. They can talk freely to staff and are informed of topics that their children may take part in.
- Staff provide a range of activities for children each week.
- Staff use the outside area for part of each session to extend the learning environment.

### What needs to be improved?

- staff's knowledge and understanding of the Foundation Stage curriculum, the stepping stones and the ways in which young children learn
- the opportunities to encourage children's independence and allow them to make choices in everyday routines and play activities
- the organisation of the day to ensure that children can freely access a range and choice of activities and resources

- opportunities to extend learning and provide the appropriate challenge and stimulation for all children
- the plans to ensure that the learning outcomes are clear to all staff
- the use of a monitoring system to evaluate the quality of the funded nursery education
- the assessment system to ensure that staff's knowledge of children's progress is used to influence future planning

<b>What has improved since the last inspection?</b>
This is the first inspection of the nursery provision.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Some children are confident to talk to adults and concentrate well and are interested to try new activities for example cutting spaghetti, or using clay. They are beginning to share and take turns and to understand right from wrong. Other children are less willing to try new activities or to settle to learn. Other children behave less well. They are bored, lack stimulation or challenge. Children have few opportunities to learn about the cultures and beliefs of others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Poor
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Some children are confident speakers and enjoy stories in small groups. Children seldom practise the sounds of letters and words or develop writing skills during their play. Few children interact and talk during their play. Their vocabulary is seldom extended by staff and there is little encouragement for mark making during activities.

### MATHEMATICAL DEVELOPMENT

Judgement:	Poor
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Some children count with support from a parent. Funded children are offered limited challenges to extend mathematical development. Children are offered few opportunities to count during everyday activities for example during snack or when lining-up. They are seldom asked to solve simple number problems and if they are, often these are too difficult. Children have little encouragement to develop their mathematical language or thinking during activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Poor
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Children explore and investigate with a range of materials for example, dough, sand and clay. Children design and build with the materials available. They enjoy their Welly Walk in the local environment. There is little evidence that children begin to know about cultures and beliefs of others. They have few opportunities to gain a sense of time or place, to use ICT equipment or operate simple equipment. Many activities are inappropriate for the age and stage of development of the children.

### PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are gaining control and co-ordination when using large equipment. They use a small range of equipment, tools and materials safely for example dough, sand, pencils, duplo and clay. They operate equipment using pushing and pulling movements for example the train track. There is little challenge when children use tools and materials to encourage increasing skill or control. There are unclear learning outcomes for physical development. Staff miss chances to discuss health and good hygiene.

CREATIVE DEVELOPMENT	
Judgement:	Poor
<p>Children use their imaginations during their brief role play session. They explore colour and texture when painting and using clay. Children do not sufficiently develop their imaginations during music, dance, art and design. They have few planned opportunities to respond to what they see, feel, hear and touch. Children are not provided with choices or encouraged to be independent during creative activities. They have little chance to initiate their own learning or be creative.</p>	

**Children's spiritual, moral, social, and cultural development is not fostered appropriately.**



## OUTCOME OF THE INSPECTION

The provision is unacceptable. Children are making poor progress towards the early learning goals.

## WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- evaluate and improve the organisation of the daily routine and availability of equipment and resources to ensure children can be fully independent and play an active role in all areas of learning
- increase the staff's knowledge and understanding of the Foundation Stage curriculum and how young children learn to promote children's learning in all areas
- develop a system to monitor and evaluate the quality of the funded Nursery Education ensuring that sufficient emphasis is given to all areas of learning
- evaluate and improve the system for planning and assessment , ensuring that assessments inform future planning
- increase the opportunities to extend children's learning and provide the appropriate challenge for all children.

*The provider must draw up an action plan within 20 working days showing how the key issues detailed above will be addressed. A copy of the action plan must be sent to the local education authority. The Department for Education and Skills will write to the provider asking for a copy of the action plan. The Secretary for Education and Skills will then decide whether to withdraw the provider's entitlement to receive funding for 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.*