



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 206152

DfES Number: 521499

### INSPECTION DETAILS

Inspection Date	29/03/2004
Inspector Name	Georgina Walker

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Andrews Pre School
Setting Address	St Andrews Church Blagreaves Lane Littleover Derbyshire DE23 1PX

### REGISTERED PROVIDER DETAILS

Name	St Andrews Pre-School 206152
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### ORGANISATION DETAILS

Name	St Andrews Pre-School
Address	St Andrews Church, Blagreaves Lane Littleover Derby Derbyshire DE23 1PX

## 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. Andrew's Pre-School opened in 1971. It operates from three rooms in St. Andrew's Church, Littleover. The pre-school serves the local and surrounding area.

There are currently 62 children from 2 years 9 months to 5 years on roll. This includes 29 funded 3-year-olds and 24 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports three children with special needs and ten who speak English as an additional language.

The group opens five days a week during school term time only. Sessions are Monday to Friday from 09:15 until 11:45 and Monday, Tuesday and Wednesday 12:45 until 15:15.

Twelve part time staff work with the children. Ten staff have early years qualifications to NVQ level 2 or 3. The pre-school receives support from Derby City Early Years Development and Childcare Partnership (EYDCP) and are members of the Pre-school Learning Alliance (PLA). The pre-school is managed by the staff group.

### How good is the Day Care?

St. Andrew's Pre-School provides satisfactory quality care for children. Staff attend ongoing training or assessment programmes. They work well as a team and meet regularly to discuss planning, future activities and training information. There are comprehensive policies and procedures, in the form of an operational plan, to ensure requirements meet the children's needs. Some documents require updating regarding current legislation and the role of Ofsted.

There is generally an awareness of safety both on the premises and on outings. Health and hygiene are promoted. Children have good awareness of their own needs and competently pour themselves drinks both at snack time and when thirsty during the session. Children with special needs have been successfully integrated into the setting and those for whom English is an additional language are

accommodated. Children's safety is further promoted by staff who have sound knowledge of child protection procedures.

Children have opportunities to access a range of activities to promote their welfare and develop their capabilities. Children enjoy the activities in the playroom, but the routine and lack of consistent access to some resources inhibits some areas of learning. Outdoor play opportunities are inconsistent. Resources to promote equality and diversity are evident. Behaviour management expectations are high and staff consistently follow policy and procedures to ensure the children respond appropriately.

Partnerships with parents are satisfactory. Parents are provided with comprehensive written information about the services in the prospectus and on displays in the setting. Ongoing verbal information is shared and once a year parents receive written confirmation of how their child is developing. Parents are invited to join in their child's learning as they receive topic information and can volunteer to attend sessions on the rota.

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

At the previous inspection the setting agreed to include reference to the new regulatory body, Ofsted, in the documentation. Whilst this has been attempted the pre-school staff admit they are unclear of all relevant responsibilities. A further recommendation has been made to ensure registration requirements are met, parents are fully informed and children's welfare is assured.

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

- Children have well developed social skills and a good understanding of what is right and wrong as they are cared for by staff who consistently implement the setting's behaviour management policy and use appropriate praise and encouragement.
- Children with special needs are successfully integrated into the setting by members of staff who adapt activities and work with parents, and other professionals, to ensure the child's welfare and developmental needs are met.
- Children's good health and hygiene practices are promoted to prevent the spread of infection by members of staff who all hold first aid qualifications and ensure children would be treated appropriately in the event of an accident.
- Children have access to and are provided with regular drinks and an appropriate light snack which complies with the religious and special dietary needs of those who attend the pre-school from the wide cultural community.

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

- the operational plan to include correct reference to the regulator, especially in the complaints policy, and to current legislation

- the safety of the premises with regard to the trailing wires
- the routine and consistent use of resources and activities.

### 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
2	Update the operational plan to ensure all current legislation is referred to and it is made clear which roles are the responsibility of the regulator.
3	Ensure the routine and range of activities presented meet children's individual needs and promote overall development in all areas of learning.
6	Ensure safety of the children is consistently promoted within the pre-school.
12	Ensure documentation for parents who wish to make a complaint includes information regarding the regulator.

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

### **How effective is the nursery education?**

The children are making generally good progress in five of the areas of learning but there are significant weaknesses in the area of creative development.

The quality of teaching is generally good. Relationships between staff and children are good and encourage children's communication skills and their self-esteem. Children are encouraged to be independent and to behave well. Staff plan some interesting activities for children but these plans do not show what children are intended to learn nor how they can be adapted for children of different ages and abilities. Staff make good observations of children's learning during some activities but do not consistently maintain records of children's progress towards the early learning goals, or share them regularly with parents. Staff maintain a calm atmosphere generally in the pre-school and have appropriate expectations of children's behaviour. They use effective strategies to encourage and support good behaviour. Staff work well with children but on occasion miss the opportunity to challenge their learning through questioning.

The leadership and management of the setting is generally good. Staff are clear about their roles and responsibilities and good relationships are fostered. Staff undergo regular training to improve the provision in the pre-school. Staff have worked together with the Early Years Development and Childcare Partnership to formulate a development plan to promote continued improvement in the care and education of all the children. Although there are some systems in place for monitoring the provision these are not effective in the area of creative development nor children's records of achievement and progress.

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

- Relationships in the nursery between staff and children are good and these encourage children's communication skills and their self-esteem.
- The children behave well as a result of staff expectations and effective strategies.
- Children are able to concentrate well and work on their own. They have good levels of personal independence.
- The good partnership with parents extends and encourages children's learning.
- The effective key-worker system allows parents and staff to share information which supports the children's learning.

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

- Planning to include what the children are intended to learn, how the activities can be adapted to suit children who learn at different rates and the use of the outdoor area.
- Children's opportunities in creative development to express their own ideas, to handle and explore a variety of materials and to use musical instruments.
- The consistent recording of children's progress and its use in future planning.

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

The topic planning now includes opportunities for children to share their knowledge and experiences of their families and cultures and to learn about homes.

The older children now experience more practical situations for learning. They learn size words by hanging small, medium and large socks on a washing line.

In communication, language and literacy there are now opportunities for children to learn about patterns and rhymes in words. When listening to the 'Little Robot' story the children are able to add the rhyming words at the end of the lines.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are able to concentrate at tasks such as shape puzzle for periods of time. They are keen to learn. Children have good relationships with each other and staff. They are kind to each other and share toys well. They are encouraged to be independent in their choice of the activities. Children behave well and have good self-esteem. They understand the routines and are developing a good level of self-discipline. There are no planned activities around festivals throughout the year.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children communicate freely with each other and staff during activities. They use a good level of vocabulary. They enjoy handling books and like answering questions about pictures and text. They can read their own names and some familiar words. Children are beginning to learn the initial sounds of words and can recognise the first letter in their name. They are beginning to write their names and to form letters correctly, but are not always encouraged appropriately. They use rhyming words.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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The children are able to count objects accurately during practical activities. Some older children recognise numbers beyond 10 when doing the calendar. They use mathematical language naturally in their activities. They use language to describe and compare shape, position and size. Children are beginning to develop an understanding of addition and subtraction and know that they need to add two more cubes to complete a puzzle. However activities are not always extended.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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In topic work children are finding out about their environment. They know where it is safe to cross the road. They observe the changes in the weather. Children are learning about everyday technology and are beginning to use simple programs on the computer to extend their learning. The children are beginning to develop a sense of time through talking about past events in their lives and through the use of the daily calendar. The children share experiences of their homes, cultures and families.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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The children are able to move carefully and skilfully on the balancing equipment. They climb and crawl through the large frame confidently and safely. They take turns on the equipment. When on the wheeled toys the children use the space well. In topic work children are learning how to keep themselves healthy. They know about healthy foods and looking after their teeth. There are no planned activities for the children to use the outdoor space nor small equipment such as balls and hoops.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	The children express and communicate their ideas well in the role-play area saying that 'the food is cooking in the oven'. They know a good selection of action songs and rhymes. The children do not have sufficient opportunities to explore their own ideas and work imaginatively in art, design and music. There are few opportunities for children to handle musical instruments and learn about sound, nor to explore a wide range of two and three dimensional materials, including malleable ones.

**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**

- Include what the children are intended to learn and how the activities can be adapted to suit children who learn at different rates into the planning.
- Maintain consistent records of children's progress towards the early learning goals and use these to inform future planning.
- Provide more opportunities in creative development for children to express their own ideas and to explore sound and use musical instruments.
- Plan activities for children to handle and explore a variety of two and three dimensional materials, including malleable ones.

*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.*