



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 115374

DfES Number: 516350

### INSPECTION DETAILS

|                 |                  |
|-----------------|------------------|
| Inspection Date | 11/01/2005       |
| Inspector Name  | Jeannette Waring |

### SETTING DETAILS

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|-----------------|--|
| Day Care Type   | Sessional Day Care   |
| Setting Name    | St Paulinus Pre-school   |
| Setting Address | St Paulinus Church Hall<br>Manor Road<br>Crayford<br>Kent<br>DA1 4EP |

### REGISTERED PROVIDER DETAILS

|      |   |
|------|---|
| Name | The Committee of The Committee of St Paulinus Pre-School<br>Playgroup |
|------|---|

### ORGANISATION DETAILS

|         |   |
|---------|---|
| Name    | The Committee of St Paulinus Pre-School Playgroup   |
| Address | St Paulinus Pre-School<br>St. Paulinus Church Hall<br>Manor Road<br>Crayford, Kent<br>DA1 4EP |

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 Paulinus Pre-School provides sessional care and education for children between the ages of two years and five years. It serves a highly populated urban area in Crayford and many of the children who attend live locally. The pre-school, which was established in 1965, operates from a church hall complex; it has the use of a small hall and a large hall with a small side room; both halls have direct access to an enclosed outside play area which is paved, with flower beds to one side. Suitable kitchen and toilet facilities are provided.

A management committee, drawn from church members and parents of children attending the group, has overall responsibility for the pre-school. The manager is the nominated person and has day-to-day responsibility for all aspects of care and education. The present manager has been in post since September 2004.

The pre-school is a member of the Bexley Early Years Development and Childcare Partnership (EYDCP) and receives support from the EYDCP advisory teacher. The group is also a member of the Pre-School Learning Alliance (PLA).

The pre-school is registered to receive a total of 52 children, with no more than 24 children aged from 2 to 5 years in the small hall and no more than 28 children aged from 2 to 5 years in the main hall. There are a total of 64 children on roll, some of whom attend for part of the week only. A total of 53 children are in receipt of funded nursery education; 44 children aged 3 years and 9 children aged 4 years. There are systems in place to support children with special educational needs (SEN) and those who speak English as an additional language.

A total of 12 experienced staff work directly with the children, 11 of these hold an appropriate early years qualification.

Currently the pre-school operates during term-time and offers five morning sessions from 09.15 until 11.45 and three afternoon sessions on Monday, Wednesday and Friday from 13.15 until 15.45.

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

### How effective is the nursery education?

St Paulinus Pre-School provides children with good quality nursery education and children are making generally good progress towards the early learning goals in most areas. Provision for children's personal, social and emotional development is very good and is a key strength. The programme for children's physical development is limited as there are few opportunities for vigorous play.

The quality of teaching is generally good. An effective keyworker system enables staff to manage children well and to build good relationships with them. The indoor space is well organised and staff plan many worthwhile activities for children which engage their interest. Plans show that the outdoor area is well used during the summer, however for much of the year this resource is under-used. Staff regularly record and assess children's progress along the stepping stones. However, the new record keeping and planning system is not yet fully effective and information from children's assessments is not yet used to plan for the next steps in learning. Consequently some activities lack challenge for the older or more able child. There are systems in place to support children with special educational needs although these are not up to date.

Leadership and management is generally good. The newly appointed manager and the enthusiastic and committed staff team are working together to evaluate the quality of the nursery education and are currently putting in place a number of new initiatives to improve an already effective programme for the children.

Partnership with parents is generally good. Staff build friendly, informal relationships with parents and provide them with good information about the Foundation Stage. Newsletters and a parent's notice board enables them to keep up to date on the topics covered and gives ideas about how to extend activities into the home. There is no formal method in place to ensure all parents know about their child's progress.

### What is being done well?

- Children's behaviour is very good. Staff set clear boundaries for children and have high expectations of their behaviour. Rules are consistently applied, children are given gentle reminders if needed and staff do not forget to praise good behaviour of either individuals or groups of children.
- Children's language development is very well supported. Staff engage children in meaningful conversations about their play and their home. Children understand the rules of conversation and listen attentively to each other and to staff. Group story times are used to encourage children to talk in a group and many do this confidently.
- The organisation of resources and the deployment of staff indoors is good. Staff ensure that activities are well presented and well resourced. Activities

are presented in clearly defined areas and children are able to move freely between them making independent choices. All staff are aware of their roles and responsibilities each day; some staff sit with key activities while others move between activities supporting children's play. Time is given to enable staff to observe and record children's progress.

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

- the use of the outdoor area to promote children's physical development and to extend their understanding of the natural world
- the use of children's assessment to inform planning, in particular for the older and more able children
- the support for children with special educational needs to ensure that the policy takes account of the Code of Practice
- the organisation and use of the book corner to promote children's enjoyment of books.

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

At the last inspection the group was required to: ensure the involvement of all children in activities using large physical apparatus and equipment so that they are building on their existing skills.

The group have purchased some new climbing equipment which children use with confidence and enjoyment during free play. Many children are able to use large equipment with ease, they join in group activities e.g. using the parachute and are able to move with control and to work a part of a group. However there is still a lack of opportunity for more vigorous activity and planning for children's development is does not clearly show how children will build on existing skills.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

|            |           |
|------------|-----------|
| Judgement: | Very Good |
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Staff support children's growing confidence, self-esteem and independence well. They are calm and patient, have high expectations of children's behaviour and spend time supporting children in their play. Children are happy, confident, sociable and able to concentrate well at chosen activities. Behaviour is very good, children are helpful and considerate and they are able to share and take turns. Children are beginning to form friendships and have good trusting relationships with staff.

### COMMUNICATION, LANGUAGE AND LITERACY

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|------------|----------------|
| Judgement: | Generally Good |
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Many children are good communicators who enjoy talking together and with adults and are able to speak confidently in a group. Staff encourage children's listening skills during well planned story times. There are many opportunities for children to draw and to write at planned activities and in spontaneous play e.g. in the home corner. Children use books for reference in supported activities, however, the book corner which is not well sited does not encourage children to use books for pleasure.

### MATHEMATICAL DEVELOPMENT

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
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A wealth of practical activities help children to explore space, shape, size and pattern. Staff routinely use mathematical language and introduce simple mathematical concepts into play encouraging children to set, sort, match and compare. Younger children are introduced to numbers and counting in daily routines and staff encourage children to count at activities. Planning does not identify how older or more able children will continue to build on their understanding of numbers and counting.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
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Staff allow children time to explore activities and encourage them to experiment e.g. during colour mixing activity. Children enjoy making and building with construction materials and in craft activities. Children have opportunities to handle natural materials and, during the summer, many garden activities are included. However, during the winter the garden is not used effectively to extend children's knowledge of the natural world. Opportunities to explore everyday technology are limited.

## **PHYSICAL DEVELOPMENT**

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|------------|------------------------|
| Judgement: | Significant Weaknesses |
|------------|------------------------|

There are good opportunities for children to practice and refine their small motor skills as they handle tools and equipment. Children move with confidence and are developing an awareness of the space around them and of others. They use climbing equipment with care and enjoyment and are able to move with good control and in co-operation with others e.g. during parachute activity. There are too few opportunities for vigorous play and the outdoor area is not used for physical play during winter.

## **CREATIVE DEVELOPMENT**

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|------------|----------------|
| Judgement: | Generally Good |
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The well resourced home corner and the good range of small world play enables children to explore their imagination as they role play and act out stories. Children use a range of art and craft materials in planned activities but there are limited opportunities for children to select art and craft materials for freely chosen art work. Staff encourage them to use all their senses e.g. when smelling herbs from the garden, listening to the sound in sea shells or describing the texture of objects.

**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**

- ensure that children have opportunities to use the outside play area for vigorous physical activity and to further develop their understanding of the natural world throughout the year
- ensure that the planning system uses information from children's assessment records to plan for the next steps in learning particularly for older or more able children.

*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.*