



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY252842

DfES Number:

INSPECTION DETAILS

Inspection Date	25/11/2004
Inspector Name	Josephine Geoghegan

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Georges Pre School
Setting Address	Elm Lane Pavilion Elm Lane London SE6 4LB

REGISTERED PROVIDER DETAILS

Name	The Committee of St Georges Pre School 1030764
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ORGANISATION DETAILS

Name	St Georges Pre School
Address	Elm Lane Pavilion Elm Lane London SE6 4LB

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. Georges Pre-School was founded in 1967 and moved to its current premises in 2003. It operates from the first floor of a community pavilion and has use of the surrounding playing fields. A maximum of 24 children may attend the Pre-School at any one time. The nursery is open each weekday from 09:30 to 13:30 term-time only.

There are currently 30 children from two years to under five years on roll. Of these, 22 children receive funding for nursery education. Children attend for a variety of sessions and most come from the local area. The setting supports children with special needs and children who speak English as an additional language.

The nursery employs seven staff members, four with early years qualifications and three working towards a qualification. A cook is also employed. The nursery has regular support from an area special educational needs coordinator (SENCO). Staff have access to training courses and support services run by the Lewisham Early Years Development and Childcare Partnership (EYDCP) and the Lewisham Early Years Advice and Resource Network (LEARN).

How good is the Day Care?

St. Georges Pre-School offers good quality childcare in a stimulating environment. Staff are well deployed and work directly with the children. They show a commitment to constant development of the quality of service and good communication. All required documentation and a range of policies and procedures are in place, however, improvements are needed to update some documentation and to ensure children's attendance is recorded on arrival at the setting. The facilities for nappy changing need to be assessed to ensure they reduce the risk of infection and meet environmental health requirements. Staff make good use of space and resources, enabling children to select resources and work independently. There is a good range of toys and equipment available for both inside and outside/physical play, promoting all areas of learning and allowing children to be purposefully engaged.

Staff implement a range of policies and procedures to promote safety within the setting, however, the fire safety procedure needs to be made clearer. Staff promote good hygiene practises and follow clear procedures relating to sickness, medication and accidents. Children enjoy the very sociable snack time and are provided with a balanced and nutritious diet of freshly cooked meals and a good variety of healthy snacks.

Staff support children well, responding to their needs and interests. They use the curriculum guidance for the foundation stage to plan a wide range of age appropriate activities and experiences. Each child has a key carer who closely records their progress and shares information with parents. Children who use English as an additional language are supported well within the setting. Behaviour management is consistent, children are well behaved and respond cooperatively to the daily routine.

Partnership with parents is good. They are offered a variety of information about the setting and their child's progress.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The organisation of the session allows children to engage in a variety of activities, including free play, outside/physical play, group time and structured activities. Children participate in all activities with enthusiasm and are supported well by staff.
- Staff make good use of the nursery environment, providing a range of interesting activities that promote all areas of learning.
- Partnership with parents is good. They are offered a variety of information about the setting and are encouraged to be involved in the life of the nursery and the process of children's assessments.
- The meal and snack times are relaxed, creating a calm and sociable atmosphere.

What needs to be improved?

- Facilities for nappy changing, especially regarding the increase to the number of children cared for under 3 years.
- Safety, to ensure the fire safety procedure displayed is updated to include clear guidelines for staff.
- Documentation, to ensure children's attendance is recorded on arrival, a procedure for lost children is devised and the complaints procedure is updated to include the address of the regulator.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
4	assess the facilities for nappy changing to ensure they reduce the risk of infection and meet environmental health requirements, especially regarding the increase to the number of children cared for who are under 3 years;
6	update the fire safety procedure to include the procedure for alerting the emergency services, the setting address and assembly point. Ensure the fire safety procedure is displayed and staff, children and parents are informed of the procedure;
14	improve documentation to ensure: children's attendance is recorded on arrival, a procedure for lost children is devised and the complaints procedure is updated to include the address of the regulator.

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

How effective is the nursery education?

St. Georges Pre-School provides good quality nursery education, which helps children make generally good progress towards the early learning goals, with some very good aspects in Knowledge and understanding of the world, creative development and partnership with parents.

Teaching is generally good. The environment is well planned and most activities are presented to encourage children to explore and experiment at their own pace. Learning intentions are clear and staff have a good understanding of what they hope children will achieve. Resources for maths are not fully utilised and those for writing not always available, so opportunities for learning in these areas is restricted. Focus activities are well supported and children have good opportunities to develop their ideas. Staff introduce language to help give meaning to the children's experiences. They actively promote inclusion, create a relaxed atmosphere and manage children in warm and positive ways, enabling children to form good relationships.

Leadership and management are generally good. The programme is child centred and supports individual learning. Staff are encouraged to ensure children are happy and settled and provide learning experiences that support them in playing purposefully and co-operatively with others. Staff are deployed to specific areas of learning with some flexibility applied to ensure the needs of the group are met. These arrangements are restrictive at times with some inconsistencies in working practices, particularly in children developing self-help skills and independence. The setting is evaluated and there is a good commitment towards building on strengths and making improvements.

Partnerships with parents are very good. They are made welcome in the setting and positive relationships are well established. Good information is available to parents and many opportunities are created for sharing details regarding children's progress and development.

What is being done well?

- Children have good opportunities to learn about growing things, such as planting bulbs and growing vegetables. They participate in a wide range of interesting and stimulating activities that motivate them to investigate, explore, design and construct, using and self-selecting a good variety of resources.
- Children enjoy and are competent in using resources for creative activities such as paint and glue. They show interest and enthusiasm for activities where they can use all their senses, such as feeling ice and tasting lemons. They are able to actively engage in role-play and confidently share their ideas for imaginary games.

- The setting and schedule for activities is relaxed, child centred and evenly paced to meet children's individual learning needs and the needs of the group. Staff have a warm and reassuring approach enabling children to try new activities and gain in confidence. Children are sociable and friendly, play well together in small groups and show a real sense of belonging.
- Parents and carers contributions to children's overall progress and welfare are valued and appreciated. A partnership approach is well established and there are good opportunities to exchange information both verbally and in writing, keeping parents well informed.

What needs to be improved?

- Opportunities for children to consistently practice and develop to self-help skills during snack and meal times, promoting social skills and independence.
- Arrangements for maths so that resources are presented in interesting ways to encourage use and opportunities for children to count, estimate and calculate during everyday activities.
- Presentation of resources for writing and drawing, so that they are organised and easily identifiable and accessible, encouraging and promoting pencil skills and mark making.

What has improved since the last inspection?

Since the last inspection St. Georges Pre-School has moved to more suitable premises. Some of the key issues identified relate to the previous setting.

Generally good progress has been made since the last inspection and more emphasis is placed in the programme for language and literacy. Children are encouraged to access books, identify their own name and engage more in free play learning activities. Children are grouped so that play and learning opportunities are developmentally appropriate and plans support and meet individual needs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are sociable and confident, they enjoy playing in small groups and have a sense of belonging. They show care for others and are developing a good understanding of the need for fair play. Children are able to share and explain rules for certain activities. They know things have a place and feel secure with familiarity. Children are able to self-select resources and show increasing independence, although opportunities to practice these skills are limited during meal and snack times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children have many opportunities to engage in conversation with their peers, to share and discuss ideas, listening and responding appropriately. They enjoy hearing stories and self-selecting books for pleasure, with a good understanding of how print carries meaning, pointing to words and labels. Children are beginning to make marks on paper and write their name but some resources for practicing skills are inaccessible. Children are able to link sounds and know some letters of the alphabet.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children have access to a range of resources for maths but show limited interest. They have opportunities to see numbers and take part in activities that help them learn about number sequencing. Children count when they build and have opportunities to explore shape and size in construction activities. There are missed opportunities for counting and calculating during routine activities although children show skills in estimating when exploring sand and water and use weighing scales purposefully.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children select and use designing and construction materials confidently. They are able to explore aspects of living things and engage in practical activities such as planting and growing. Children know how to use a range of tools and comment on the results of these, such as magnifying glasses making things seem bigger. They are able to talk about and show an awareness of the cultures and beliefs of others and can recall some past events.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have good opportunities to engage in physical activity inside. They are able to use climbing and sliding equipment confidently, balance and move around safely with an awareness of others. They have a good sense of space and negotiate a pathway around activities when walking and running. Children are able to use a range of hand tools quite confidently such as a hole punch and show good control and co-ordination when using paint brushes, drawing and writing tools.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enjoy using a broad range of mediums to explore colour and texture. They take part in and enjoy learning experiences where they can use all their senses. They engage confidently in role-play and make-believe activities and use a good range of resources that reflect diversity and promote positive images of differences. Children have access to musical instruments and use these spontaneously as a free-play activity.

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

- Create opportunities for children to practice and develop self-help skills and independence during snack and meal times.
- Make arrangements for maths resources that encourage regular use and create opportunities for children to count, estimate and calculate during everyday activities.
- Organise resources for writing and drawing and make these identifiable and easily accessible to 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.

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.