



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 204386

DfES Number: 516296

INSPECTION DETAILS

Inspection Date 08/10/2004
Inspector Name Amanda Jane Gray

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Joseph's Pre-school Playgroup
Setting Address The Old School Building
Scratton Road
STANFORD-LE-HOPE
Essex
SS17 8DH

REGISTERED PROVIDER DETAILS

Name The Committee of St Joseph's Pre School Playgroup 1092076

ORGANISATION DETAILS

Name St Joseph's Pre School Playgroup
Address The Old School Building
Scratton Road
STANFORD-LE-HOPE
Essex
SS17 8DH

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 Josephs Pre-School opened in 1998 it operates from a hall in a converted school in Stanford le Hope. The Pre-School mainly serves the local area.

There are currently 53 children from 2 to 5 years on roll. This includes 22 funded three year olds and 11 funded four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens 4 days a week during school term times. Sessions are from 09:00 until 12:00 and 13:00 until 15:30. The pre-school is closed on Tuesdays.

Six members of staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two members of staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

St Josephs pre school provides good care for children.

Staff are committed to expanding their knowledge through ongoing training. Professional development is monitored by the use of an appraisal system. Staff are well deployed within the setting and good use is made of space and resources. The premises are warm and welcoming. Children's creative work is displayed well, helping to develop children's self esteem. There is a wide range of suitable toys and play materials available to provide stimulating activities and play opportunities for children. Records are well maintained and are accessible to parents.

There is an effective system for managing access to the premises and security is maintained to a high standard. Staff are deployed effectively and are vigilant about children's safety at all times. Staff have a very good awareness of health and safety issues, and take positive steps to prevent the spread of infection. A high percentage

of staff are first aid trained. Children are provided with snacks and can access drinking water throughout the session. Staff have a good working knowledge of child protection issues and ensure that any concerns are dealt with effectively. They are supported by a comprehensive policy and procedure.

Staff support children well and respond positively to their interests, listening to what they have to say. As a result children are calm and confident in their surroundings. There are a range of activities available, which provide children with sufficient challenge. Children are valued, and respected by staff, who ensure that individual needs are met. Children's good behaviour is positively acknowledged by staff who use lots of sensitivity, praise and encouragement with the children. Strategies for dealing with inappropriate behaviour are appropriate to children's ages and stages of development.

The group is successfully working in partnership with parents and carers.

What has improved since the last inspection?

At the last inspection the setting agreed to provide evidence that staff working with children and the nominated person had been vetted. This has been completed.

The setting agreed to ensure the premises were maintained in a suitable state of repair. The setting have liaised with the parish council and have carried out all necessary work, ensuring children now have a bright and safe environment.

The setting agreed to make the radiators safe. New radiator covers were purchased and fitted.

The setting also agreed to revise their child protection policy and procedure so that it complied with ACPC guidance. This has been completed.

What is being done well?

- There is a comprehensive operational plan which works well in practise.
- The setting has a named person responsible for Equal opportunities who ensures this is actively promoted on a daily basis. A wish list has been constructed to increase equipment to promote positive images and promote equality of opportunity.
- The setting's SENCo has a good knowledge and understanding of caring for children with special needs and is proactive in ensuring appropriate action be taken when needs are identified. Ongoing professional development via training ensures children are cared for well. There are positive links with outside agencies and parents, who are well supported.
- Strategies for dealing with behaviour are appropriate to children's ages and stages of development ,and are consistently applied. Staff value good behaviour and use lots of praise and encouragement with the children, fostering their self esteem. As a result children's behaviour is good.

An aspect of outstanding practice:

The manager and staff provide children with excellent and successful circle times. Children of all ages are grouped together and they receive high levels of support from staff helping children learn and enjoy each others company. A soft toy (Lola) is passed around the circle for children to whisper their names too. This method is used to help children to listen and take turns. They are encouraged to be gentle and share the experience with each other. Children participate within this activity with a sense of awe and wonder and children of all ages wait patiently for their turn. Lola is then placed behind screens to encourage children to listen to what musical instrument she may be playing. Children are completely absorbed and intrigued, developing high levels of listening skills and concentration. Staff have children's full attention and participation during this time.

What needs to be improved?

- continuation of professional development for staff.

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
1	Continue the good practice of staff's professional development through training and appraisals.

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

How effective is the nursery education?

The provision for nursery education at St Josephs Pre School is of good quality. It enables children to make very good progress towards the early learning goals in personal, social and emotional development, knowledge and understanding of the world, and creative development and generally good progress in all other areas of learning.

Teaching is generally good with some very good aspects. Staff understand how children learn and the interaction with them is excellent, encouraging active questioning and curiosity. Staff use opportunities arising to develop learning across the curriculum and challenge more able children. Staff have a clear and sound understanding of the Foundation Stage and plan and deliver an effective learning environment for children. Teamwork is excellent and ensures sessions are well paced, keeping children engaged and interested. Staff's management of children and their behaviour is very good. Children's work is valued and used to good effect on displays.

Leadership and management is generally good. The manager works closely with staff to provide an effective learning environment for children. The manager supports the staff and ensures their ongoing professional development. The group has a proactive approach and welcome new ideas for activities and resources. However, there are no formal systems currently in place to monitor the quality of the nursery education provided and the system for recording children's assessments needs developing to ensure that children's next steps can be identified.

The partnership with parents is generally good. Parents are provided with good quality information about the provision and staff provide a caring and supportive setting for parents. Parents have informal daily discussions with their child's key worker about their child's development, but there is limited written information regarding children's progress towards the early learning goals.

What is being done well?

- Children's personal, social and emotional development is fostered well. Children are very happy at the setting and are interested to learn through their play. They separate from carers with ease and are confident to approach staff in the group with whom they have formed very good relationships.
- Staff provide a wide range of interesting and stimulating activities which helps children make good all round progress. They provide many opportunities for children to develop their knowledge and understanding of the world.
- The nursery and staff are very warm and welcoming to children and their parents. Staff get to know the children well and ensure that the activities

provided meet the children's individual needs.

What needs to be improved?

- the system of recording observations and assessments.

What has improved since the last inspection?

The setting has made very good progress since the last inspection when staff were asked to consider introducing a formal staff appraisal system in order to identify and support individual staff's needs and enhance their professional development.

The setting has introduced an appraisal system and training needs are identified well for staff. Professional development is encouraged and is ongoing for all staff.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have increasing independence in selecting and carrying out activities, in which they display high levels of involvement. Children talk freely about their home and community and display pride in their achievements. They are forming good relationships with peers and adults and work well as part of a team, taking turns and sharing. Children are bright, eager and confident learners, happy to try new activities. Children are able to learn about their own and wider world cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making good progress in speaking and listening skills. They listen attentively and ask appropriate questions, especially at circle time. Children link sounds and letters well, often using this skill within their play. Children are talking through activities and reflect on what they are doing, often planning their creative play. There are opportunities for children to explore books, however children do not widely use books for enjoyment or to extract information.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use comparative and positional language in games and activities and show an interest in numbers and counting. Children can represent numbers using their fingers, marks on paper and through pictures. Many children can count up to 10 unaided. They are confident when asked to do simple additions and subtractions and have many opportunities to explore and develop this skill. There are some opportunities for children to talk about, recognise and recreate simple shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show curiosity and will talk about what is happening and what they see. They are using tools to construct and many older children are constructing with a purpose in mind. There are lots of opportunities for children to explore ICT and they are able to use camera's and the computer with ease. Children are able to differentiate between past and present and older children discuss significant events in their life's. There are many opportunities to explore the natural world.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently, adjusting speed to avoid obstacles when playing chasing games. They are riding bikes and are increasing their control over objects by throwing, pushing, and pulling. Children have good hand-eye co-ordination and explore malleable materials by patting, stroking, poking and twisting them. Some children are developing a sense of health and bodily awareness. They have a good awareness of space for themselves and peers and travel with control and coordination.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore colour well and enjoy finding out what happens when they mix colours. They join in with favourite songs and will often request them to be sung. They explore music and some children can identify the sounds of various instruments. They use their imagination well in the role play area, which is resourced with a wide variety of props and dressing up clothes. They explore texture in painting, printing and collage activities.

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

- develop the system for observing and assessing children which is linked to the stepping stones, so that children's next steps can be effectively identified. Use children's assessment records to inform curriculum planning to meet children's individual needs. Ensure that children's assessments are regularly shared with parents.

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.