



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 507777

DfES Number: 518132

INSPECTION DETAILS

Inspection Date 18/03/2004
Inspector Name Valerie Jean Edward

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St John Vianney Parish Pre-School
Setting Address Bishopton Close
Mount Nod
Coventry
CV5 7GX

REGISTERED PROVIDER DETAILS

Name The Committee of Parish of St John Vianney

ORGANISATION DETAILS

Name Parish of St John Vianney
Address Bishopton Close
Mount Nod
Coventry
West Midlands
CV5 7GW

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 John Vianney Pre-School opened in 1996. It operates from one room in purpose built premises, located in the grounds of St John Vianney Church and close to St John Vianney School. The pre-school serves the immediate residential area and surrounding community. There is a fully enclosed garden for outside play.

There are currently 38 children on roll. This includes 17 funded three-year-olds and 10 funded four-year-olds. Children attend for a variety of sessions. There are currently no children attending who have special educational needs or whose first language is not English.

The group opens five days a week during school term time. Sessions are from 09.00 hours until 11.30 hours and on three afternoons from 12.45 hours until 15.15 hours.

Four members of staff work with the children. Over half the staff have Early Years qualifications to NVQ level 3. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

St John Vianney Parish Pre-School provides good care for the children. Staff work well together as a team and are deployed effectively. Interaction between staff and children is excellent. The premises are clean and well maintained with good use made of space and resources.

There are good arrangements to meet health and safety requirements and staff take positive steps to promote safety within the setting. Good health and hygiene is promoted through good practice, topics and healthy eating. There are good arrangements in place for accidents.

A wide selection of toys and play equipment are used to provide a balanced range of activities, which are stimulating and fun. Toys and materials reflect positive images of culture, ethnicity, gender and disability. Staff are interested in what children do

and say and ask them questions to make them think.

All children are valued, their differences acknowledged and there are procedures in place for children with special needs. There are good procedures in place for behaviour management with good behaviour being valued and encouraged. Children's behaviour is very good.

There is good documentation, policies and procedures in place, which are effective in the efficient and safe management of the provision. However, the special needs policy needs to include children with disabilities.

Staff have good relationships with parents. Children are looked after according to parents' wishes and there are good procedures in place to keep them informed of their children's progress. The pre-school provides a warm and welcoming environment for both parents and children.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- An excellent range of resources are provided that are challenging and meet the children's needs.
- The children are involved in a very good broad range of activities, which support their development in language, mathematical thinking, imagination and creativity.
- There are very good systems in place for observations, planning and recording children's progress.
- Children are encouraged to learn about personal hygiene and health through the daily routine, healthy eating and topics.
- A good range of comprehensive policies and procedures in place, which are shared with parents.
- Staff have very good partnership with parents to ensure the needs of the children are met.

What needs to be improved?

- special needs policy to include children with disabilities.

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
10	Ensure special needs policy includes children with disabilities.

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

How effective is the nursery education?

St John Vianney Parish Pre-School provides a happy and welcoming environment where children make very good progress towards the early learning goals. Staff have a good understanding of the foundation stage and the stepping stones.

Quality of teaching is very good. Good planning and assessments systems provide a framework to help children progress. A broad range of activities and resources are provided that are stimulating and fun to promote children's learning. However, children's learning could be further enhanced with more opportunities for children to select resources for themselves and regular opportunities to climb and balance.

Staff work well alongside the children and provide support by giving them confidence and to feel good about themselves. Good behaviour is encouraged and children are frequently praised. There are good systems in place to support children identified as having special educational needs.

Leadership and management are very good. Person in charge and staff work well together and staff are clear about their roles and responsibilities. There are systems in place for the setting to assess its own strengths and weaknesses and to evaluate activities. Staff are positively encouraged and supported to undertake further training.

Partnership with parents and carers is very good. Children are looked after according to parents'/carers' wishes and there are procedures in place to keep them informed about the provision and their children. A warm and welcoming environment is provided.

What is being done well?

- Children's personal, social and emotional development is very good. Children are developing self-confidence and are showing an eagerness to learn. Behaviour is very good.
- Children's development in communication, language and literacy is very good. They are beginning to experiment with language and are using a wide range of words to express their ideas.
- Children's development in knowledge and understanding of the world is very good. They show curiosity, observe and manipulate objects. They show interest in the lives of people familiar to them and are beginning to differentiate between past and present.

What needs to be improved?

- Points for Consideration:
- range of self selection for the children to further develop their independence skills
- the regularity of opportunities for children to climb and balance.

What has improved since the last inspection?

Very good improvement has been made since the last inspection. The setting were asked to encourage 3-year-old children to choose and to complete creative activities for themselves. Staff now actively encourage younger children to take part in creative activities by providing a wide range of materials and tools appropriate for their use throughout the session and inviting them to take part. Sufficient time is allowed for younger children to complete creative activities they are working on.

The setting were also asked to ensure that the good variety of books that are available are easily accessible to the children at all times. A good selection of books is available and easily accessible to the children at all times throughout the session and situated in an area that is inviting to the children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, show curiosity and are motivated to learn. They are confident, suggest ideas and speak in a familiar group. Children are forming good relationships with staff and each other and are becoming sensitive towards each other. Children are developing independence skills; this could be further enhanced with greater choice of resources made available to them. Children work as part of a group, take turns and share. They are beginning to understand what is right and wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are listening and responding with enjoyment and attention to stories, songs and rhymes. They are extending their vocabulary, link sounds to letters and are beginning to name and sound letters of the alphabet. Children are understanding of the elements of stories and understand that print carries meaning and is read from left to right. Children recognise their own names and are attempting to write.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children say and use numbers in familiar contexts. They count reliably and are beginning to recognise numerals to 9. They use mathematical ideas to solve practical problems through a range of activities and resources. Children use mathematical language to compare shape, position, size and quantity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate objects and materials using all of their senses and look at similarities, differences and change. They build and construct, shape, assemble and join materials. Children are developing an understanding of everyday technology through a range of resources. They are beginning to develop a sense of time and past and present events. Children are beginning to learn about their own culture and beliefs and those of other people through activities and a wide range of resources.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing control and co-ordination as they move confidently and imaginatively and show an awareness of space. They are recognising the importance of staying healthy through topics and healthy eating. Children are developing skills and control in the use of a range of equipment. They handle tools, objects and malleable materials safely and with increasing control. However, opportunities to climb and balance could be further developed.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore colour, texture, shape, form and space in two and three dimensions. They recognise how sounds can be changed and sing simple songs from memory. They use their imagination in art and design, music, musical instruments, dance, role play and stories. Children respond in a variety of ways to what they hear, see, taste, touch and feel.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Points for Consideration:
- Provide more opportunity for children to choose and select resources for themselves.
- Provide regular opportunities for children to climb and balance through a range of equipment.

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.