



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 137343

DfES Number: 582199

INSPECTION DETAILS

Inspection Date	27/01/2005
Inspector Name	Judith Harris

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Barnabas Pre-School
Setting Address	St Barnabas Church Hall Rushet Road, St Pauls Cray Orpington Kent BR5 2PU

REGISTERED PROVIDER DETAILS

Name	The Committee of The Committee of St Barnabas Pre-school
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ORGANISATION DETAILS

Name	The Committee of St Barnabas Pre-school
Address	St Barnabas Church Hall Rushet Road, St Pauls Cray Orpington Kent BR5 2PU

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 Barnabas Pre-School is managed by a voluntary committee and has been registered since 1980. It operates from a church hall located in a residential area of St Paul's Cray, near Orpington. The children have use of an enclosed outdoor play area.

A maximum of 24 children may attend at any one time, the pre-school is open from 09:30 to 12:15 daily during term time. There are currently 20 funded 3 and 4 year old children on roll, the pre-school support a number of children with special needs and children with English as an additional language. The pre-school provides a service to the local area.

The pre-school has four members of staff; two hold a Diploma in Playgroup Practice, one has an NVQ qualification and all have extensive experience.

How good is the Day Care?

St Barnabas pre-school provides good quality care.

The pre-school space is well organised to provide areas for different activities including creative, role play and large physical play. The wide range of toys, equipment and resources are used to provide an effective range of activities. Information and records for each child are present and stored in a confidential manner. There is a comprehensive operational plan made up of a range of policies and procedures which are shared with parents.

Staff take steps to ensure the safety of the children in the pre-school. Entrances are monitored during arrival and collection times and a comprehensive risk assessment system is in place. Children are offered a variety of morning snacks and drinks and staff are aware of any individual dietary restrictions. Children's files have records of individual health needs, special needs, cultural or religious needs or preferences. The pre-school keep records of any accidents and have systems for recording the administration of any medication, these records are shared with parents. Staff are

aware of the procedures for reporting child protection concerns.

The pre-school have a key worker system that allows adults make observations and evaluations of each child's progress and use these to inform plans to meet the children's individual learning needs. The children are provided with a wide range and balance of activities that support their development. Adults use high levels of positive interaction to present suitable challenges that extend the children's learning. The children are well behaved and staff use behaviour management strategies that are positive, consistent and value good behaviour.

The pre-school provide parents with information through the use verbal and written communication. Children's records are available for parents and key workers share information with parents about children's development and progress. Parents make positive comments about the pre-school.

What has improved since the last inspection?

All actions set at the last inspections have been met, the pre-school have revised their policies for medication, child protection, lost and uncollected children and complaints. The children's records now contain a section for information about a child's language and culture and permission for emergency medical treatment. There is a comprehensive risk assessment system.

What is being done well?

- Children are well supported by adults and the available space is used very effectively to allow children to move freely, to have direct access to all activities.
- Children are provided with a stimulating range and balance of well planned activities that support their learning and development in all areas and allow them to explore, investigate, be creative and use their imagination.
- The pre-school has a very good range and balance of equipment, toys and materials which are used too effectively plan and provide activities that promote learning in all areas.
- The pre-school team work closely with special needs support workers to ensure that children with special needs are clearly supported and included in all activities.
- Children are well behaved and adults use a variety of positive strategies to manage behaviour in a way that is consistent and values good behaviour.

An aspect of outstanding practice:

The pre-school staff work closely with link workers to support children with special needs, allowing them to attend the group and be fully included in all activities. The staff have looked at ways in which they can adapt the environment to ensure that the space is warm and welcoming and that every child is safe and supported. In order to achieve this they have included braille when writing labels and name cards and have books in braille. Children with special needs are clearly included and supported by

the whole staff team, they are confident and interested in the activities and at all times treated with equal concern.

What needs to be improved?

- The complaints policy should include contact information for Ofsted

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
12	Include contact address and phone number for Ofsted in the complaints procedure.

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

How effective is the nursery education?

St Barnabas Pre-school provides a warm, supportive and harmonious environment where children can play and learn together. The quality of the nursery education is very good and children make very good progress in all six areas of learning.

The quality of teaching is very good; adults make very effective use of the available resources to plan and provide a range of activities and experiences that support children's development in all six areas of learning. Children's self-esteem, behaviour and confidence is very well supported by the staff. They value children's efforts, have high expectations of children and encourage them to try new things, concentrate and persevere giving appropriate praise and encouragement. Children with special educational needs are given very good support.

The programme of activities is very well balanced ensuring all areas of learning are covered. Plans set clear learning objectives and staff use their knowledge of what children can do to inform their planning. They organise the indoor space and resources imaginatively to create an interesting learning environment in which children increase their independence. Children's physical skills are well promoted to develop their imaginative play and understanding of the natural world.

Leadership and management is very good. The setting has a clear ethos and is managed and supported by a church/parent committee. Staff are committed and very enthusiastic. Regular staff meetings are used to plan and share knowledge about children's progress. The system for evaluating the quality of nursery provision is fully effective.

Partnership with parents is strong. Staff have formed relaxed and friendly relationships with parents; they are provided with good quality information when their child starts, however there is no formal process in place to keep parents informed about their child's progress in the six areas of learning. Parents make positive comments about the provision.

What is being done well?

- Children play well together, they share and take turns, they talk socially and at snack time they help to pour drinks and give out biscuits. Children behave very well, staff set clear rules and boundaries which children know and understand. Staff have high expectations of children's behaviour and manage unwanted behaviour by quietly giving children a clear explanation of what they would like them to do.
- Children sit to listen to stories and enthusiastically join in with the singing. They have writing tools at different activities and examples of children's writing is displayed.

- Children use lots of mathematical language and are given the time and space to solve problems. Staff promote mathematical thinking consistently through all the activities, at group time with the songs and stories and give children many opportunities to explore number, shape and pattern in their play.
- Children have a nature table and enthusiastically check how the bulbs and cress are growing. Staff plan activities based on first-hand experiences and celebrate festivals from different cultures.
- Support for children with special educational needs is strong. The special needs co-ordinator works closely with parents, team members and other professionals involved in the child's care and effective individual education plans are in place.
- The staff team demonstrate a high level of commitment and enthusiasm. They continue to access training and keep up to date with good early years practice.
- The planning and assessment system allows adults to ensure children's individual needs are met and that all available opportunities are used to extend children's learning. Adults use a range of open questions to extend children's learning.

What needs to be improved?

- Simple written information for parents on children's progress in the six areas of learning.

What has improved since the last inspection?

At the last inspection the setting had 1 key issue : extend writing resources for children to increase opportunities to learn to write for a variety of purposes.

Very good progress has been made in relation to extending writing resources.

Children were seen to self-select from the well resourced writing area taking pads, pencils, crayons to their chosen activity. Children were writing wedding lists, shopping lists and writing their names of their work. The younger children were confident to mark make and talk about their pictures.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are happy, confident and eager to learn, they make independent choices, settle easily to play and concentrate well at the activities. Children are polite, friendly, sociable and very well behaved. Staff encourage children to be self-disciplined and foster children's self-esteem by valuing their efforts. Children are forming friendships and have very good relationships with staff. They play together co-operatively and are able to plan, negotiate, share and take turns with each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Many children are confident and fluent speakers, they are keen to communicate with staff and use language well to express themselves. They listen to stories and enjoy sharing books with staff. Staff introduce children to new vocabulary and provide good opportunities for children to become familiar with the shape and sound of letters. Children practice writing skills at different activities and are able to write their own names and recognise letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children benefit from good individual support to help them count to 10 and to recognise shapes, colours and sizes. Staff routinely use mathematical language to describe shape, position, quantity and introduce children to mathematical concepts and simple calculation using a wide range of interesting practical play activities. Staff ensure that the more able children are extended in their mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children show curiosity and an eagerness to explore and investigate. They have good opportunities to use natural materials such as sand, water and dough. Staff encourage children to explore the natural world from collecting mini beasts in the garden to growing cress and bulbs for their nature table. Children are given many opportunities to talk about their home environment and staff plan activities based on first-hand experiences, enabling children to have a good sense of time and place.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with confidence and control. They can use climbing and balancing equipment and wheeled toys with growing skill and in safety. Staff give children good support and sufficient time to use the equipment to enable them to refine their movements and actions. Children are taught to handle and control small objects. For example, doing up buttons on a dolls cardigan and handle scissors, pencils, paintbrushes with increasing control.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children participate enthusiastically in music sessions, using their imagination as they learn new songs correcting the teachers with their words and actions. Children are able to explore a wide range of media and materials and to experiment with colour, shape and form. Indoor role play activities are varied and interesting. Children draw on their experiences and imagination. For example 'going shopping' and 'going to a wedding'.	
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:

- No weaknesses, but consideration should be given to improving the following:
- simple written information for parents on children's progress in the six areas of learning.

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.