



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 309463

DfES Number: 511711

INSPECTION DETAILS

Inspection Date 14/10/2004
Inspector Name Lynne Roberts

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Anthonys Pre-School Playgroup
Setting Address St Anthonys Parish Centre Annexe
St. Anthonys Drive
Fulwood
Preston
PR2 3SQ

REGISTERED PROVIDER DETAILS

Name St Anthonys Pre-School Playgroup 1037328

ORGANISATION DETAILS

Name St Anthonys Pre-School Playgroup
Address St Anthonys Parish Centre Annexe
St Anthony Drive
Fulwood
Preston
PR2 3SQ

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 Anthony's Pre-School Playgroup opened in 1992. It operates from a Parish centre annexe in Fulwood, Preston. The group uses a large room with direct access to a kitchen area, a large hall, a small room and toilets. There is a fully enclosed outdoor play area. The group serves the local area.

There are 30 children on roll. This includes 17 funded three year olds. Children attend for a variety of sessions. The setting supports children with special educational needs and those who speak English as an additional language.

The group opens for five mornings a week from Monday to Friday during school term time. Sessions are from 09:15 to 11:45. Five staff work with the children. They all hold recognised early years qualifications to level 3.

The setting is a member of the Pre-School Learning Alliance and receives support from the Early Years Development and Child Care Partnership.

How good is the Day Care?

St Anthony's Pre-School Playgroup provides good care for the children.

Staff work very well as a team. They make good use of the space to provide a wide range of activities. Consequently, children move freely and safely in comfortable areas choosing whether to play or rest. Procedures required for the efficient management of the group are followed well by staff and most documented policies and recording systems are clear. Staff successfully promote the welfare, care and learning of children. The operational plan is still being developed to reflect the good practice of this group. There are good procedures in place to ensure that staff have a consistent approach to their work, such as regular team meetings.

Staff recognise children as individuals and provide well for their individual needs. The quality of the staff interactions enhance all aspects of the children's development.

They actively develop the children's understanding of good health and safety through the daily routine. Staff have regard for the Code of Practice for the Identification and Assessment of Special Educational Needs and there is an effective system in place to provide good support.

Staff use good quality toys and equipment to provide a broad range of interesting activities at each session but children have few opportunities to select their own equipment, from storage areas, to develop their play. Children are interested and fully involved in activities and are keen to communicate with adults and each other. They behave very well and show respect for each other. Much of the success of the group is due to the excellent way staff interact with children.

Parents and carers are warmly welcomed by staff and are well informed about their child's care through good informal systems. They are kept informed of the daily activities through regular newsletters and photographic displays. Information to promote the care and learning is also regularly exchanged.

What has improved since the last inspection?

Good progress has been made to address the actions from the last inspection.

A good record is kept of the children, staff and visitors times of arrival and departure so it is now clear who is present. The locks on the toilet doors can now be opened from the outside; the concrete slope leading to the outdoor area has been skimmed; the first aid contents have been replenished; and emergency evacuations are practiced regularly and recorded. These actions all improve safety.

The complaints and incident recording systems have been reviewed, updated and are effectively shared with staff and parents.

What is being done well?

- Staff make good use of the available space to provide a broad range of interesting activities at each session. They display children's work and posters attractively so the environment is visually welcoming to children and visitors. Staff show a very good interest in what the children say and do and value their conversations.
- Toys, books and resources including craft materials and tools are of good quality. Staff use the equipment very well to help children make good progress in all areas of their development. They support children's play very well to extend their learning.
- Staff are excellent role models of good, polite behaviour and use verbal praise well to promote children's good behaviour. Staff value and encourage the children's good behaviour and are consistent in their use of appropriate strategies to manage unwanted behaviour. Children are frequently praised and rewarded for their achievements.
- Partnership with parents is actively encouraged. Staff warmly welcome parents and carers and good verbal information is exchanged which enables

appropriate care to be provided.

What needs to be improved?

- the operational plan so it can be used to effectively organise the setting
- the written risk assessments so they show all identified risks
- the medicine record form to include a space for parents to give consent for the medicine to be given and to verify they have read the entry after the administration
- children's access to drinks during the session, either side of snack time
- the documentation of the procedure to be followed if a child is lost whilst on an outing
- the documentation of some procedures, particularly child protection, to ensure they accurately reflect the good practice.

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
13	Extend child protection policy to include procedures to be followed in the event of an allegation of abuse against a member of staff.
14	Continue to develop the operational plan and the formal risk assessments to ensure that the good procedures followed by staff are clearly documented and effectively shared with parents.

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

How effective is the nursery education?

St Anthony's Pre-School Playgroup is a high quality provision. Children are making very good progress towards the early learning goals in all areas. They learn through a wide range of stimulating, well planned activities.

Teaching is very good. Staff have a very good understanding of the Foundation Stage and of how children learn best. They work very well as a team and are good role models. They have realistic expectations of children's behaviour and manage it well. Staff provide a broad range of activities and successfully encourage the children to work well independently and in groups. They support, encourage and challenge children's learning well through skilful questioning techniques. Staff have due regard to the Code of Practice for the Identification and Assessment of Special Educational Needs and there is an effective system in place to provide support.

Leadership and management is very good. The committed staff team work diligently to build on the good quality of the provision. Formal systems to monitor the effectiveness of the staff and the provision are well developed. Staff training records are clear.

Partnership with parents is very good. Parents and staff informally share information about the children on a daily basis. Parents are actively involved in their children's learning and well informed about how to support this at home. Information about the Foundation Stage is high quality, comprehensive and accessible. Parents also have good access to planning sheets and photographs which keep them informed about the activities taking place. Partnership with parents is valued and positively encouraged.

What is being done well?

- The management and staff show commitment to the continuous improvement of the good quality provision.
- Staff thoughtfully set up the room, making very good use of the space and good quality equipment, to provide a stimulating environment. They plan and provide a broad range of interesting activities at each session. They successfully support children's spontaneous play and enable them to consolidate their learning, in all areas, during routine every day activities.
- Parents and staff have a very good relationship which positively contributes to the children's learning. Children enter the provision happily and settle well to activities. They relate well to adults and show care and concern for each other. They are confident, interested and able to work well on their own and in groups.

What needs to be improved?

- the range of accessible print in the environment
- the accessibility of additional resources so children can extend their own play.

What has improved since the last inspection?

Very good progress has been made to address the key issues from the last inspection which relate to improving staff's knowledge of the areas of learning, planning, assessment and the implementation of the policy for the identification and assessment of children with special educational needs.

The playgroup withdrew from the Eligible Providers scheme in July 2000. They effectively re-organised the provision and re-entered the scheme in October 2002. Staff's knowledge of the Foundation Stage of learning is now good. There are useful systems in place to plan the curriculum and assess children's learning towards the early learning goals. There is an effective system in place to provide support for children with special educational needs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, motivated and eager to try new activities. They confidently choose where they wish to play from a very wide range of activities. However, they have limited opportunities to select additional resources to extend their own play. Children talk freely about their home and are developing respect for their own culture and beliefs. They work well independently and in groups and confidently take on small tasks and responsibilities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak clearly, show awareness of the listener and use language to explore ideas during activities. Children's early reading skills are developing well. They listen attentively at story time, enjoy looking at books and know how to locate information. Children have good opportunities to link sounds to letters. Children's early writing skills are also developing well. They attempt writing for a variety of purposes and some children write recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count very well. They show a good interest in exploring shapes and fitting shapes together. Children appropriately use mathematical language to compare size, shape and quantity whilst playing. They have good opportunities to recognise numerals. Children confidently sing number rhymes and songs which include some with reducing numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy talking about past and present events in their own lives and have a good sense of time and place. They show curiosity, observe, manipulate and investigate objects well using all their senses. Children have good daily opportunities to learn about the uses of everyday technology. Children build and construct very well using a variety of materials.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move safely with control and are developing a good awareness of space. They use climbing and balancing equipment confidently and stretch and move their bodies well to music played on the keyboard. Children handle a wide range of tools, objects, construction and malleable materials safely and with increasing control. Children are beginning to show an awareness of good personal hygiene.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy a wide range of well planned art and craft activities. They frequently explore and learn about colour, shape and texture in two and three dimensions. Children imaginatively use a variety of themed role play situations and small world equipment to express their thoughts and feelings. Children enthusiastically sing a range of songs and match their movements to music.

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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- children's access to additional resources so they can further develop their own play
- the range of print in the environment to enable children to identify correctly formed letters.

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.