



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 305313

DfES Number: 519381

INSPECTION DETAILS

Inspection Date 29/06/2004
Inspector Name Rachel Ruth Britten

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Alban's Pre-School
Setting Address Priory Lane
Macclesfield
Cheshire
SK10 3HJ

REGISTERED PROVIDER DETAILS

Name The Committee of St Alban's Pre School

ORGANISATION DETAILS

Name St Alban's Pre School
Address Priory Lane
Macclesfield
SK10 3HJ

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 Alban's Pre School opened in 1981. It is located within the grounds of St. Alban's Catholic Primary School in a semi-rural area of Macclesfield.

The pre-school accommodation is a purpose built building of three activity rooms and an outdoor play area. It serves the local community and beyond.

There are currently 80 children from two to five years on roll. This includes 30 funded three year olds and 36 funded four year olds. Children attend for a variety of sessions.

The setting currently has four children with special needs and two children who speak English as an additional language.

The pre-school opens five mornings and five afternoons each week, term time only. Times of opening are 09:00 to 11:30, and 12:30 to 15:00.

One full time and seven part time staff work with the children. All have an early years qualification to NVQ level two or three, and two staff members are working towards a degree in Early Years Education.

The setting receives support from a teacher from Sure Start Cheshire.

How good is the Day Care?

Overall the sessional day care is judged to be good.

The organisation of the day care of the day care is good because staff are all well qualified, experienced and deployed to provide high staff to children ratios and to be available to their key children for most of each session.

Records, policies, procedures, including staff and children's files, are well organised, accessible and kept up to date.

The environment is welcoming and well set out, with the wide range of toys and resources accessible.

The safety and care of children is good, with good hygiene procedures used, safe arrival and departure, and full risk assessment of trips. Food and drinks are healthy and nutritious. Knowledge and information about child protection is satisfactory, although the policy requires some additional details. Staff provide a caring and full service for children with special needs, both with children formally identified, and with each individual child who may have emotional, behavioural, or simply adjustment needs.

The quality of the activities is good and children make good progress due to the careful planning and execution of each session. Songs, reading, construction, role play, creative work, and experimentation are all linked to the theme which children are learning about, while number and letter work is weaved into the routines of the sessions so that children are learning and developing in all areas.

Staff praise and encourage children well, so that they are interested and want to behave well.

Parents are satisfied with the structure and discipline of the pre-school and the caring approachable staff. They receive written reports of their children's progress and are informed about the activities of the pre-school and encouraged to contribute to it. However, any complaints or feedback along with the pre-school response should be recorded.

What has improved since the last inspection?

There was one action raised at the last inspection which was to increase the resources showing positive images of disability.

Some new puzzles and books have been purchased and these are helping children to become more aware about disability.

What is being done well?

- The maintenance of a welcoming, well organised environment, where displays and well set out activities allow children to access a full range of activities which promote their development in all areas.
- The input of a well trained, highly motivated and large staff group to work consistently with their key children, to ensure that each child's individual needs, including those with Special Educational Needs, are met.
- The application of thorough planning of a theme, so that learning is linked through related role play, singing, reading, creating, construction and experimentation.
- The relationships with parents, so that they are informed about their child and the pre-school by use of "busy books" for evidence of work; end of year reports of children's progress; involvement in "Lola" or "Teddy's journey" book

when their child takes the toy home to stay overnight; and use of daily home books if children have a particular behaviour need.

- The well organised policies, procedures, children and staff files, planning and recording of children's progress, so that the pre-school runs professionally.

What needs to be improved?

- the policy on child protection, so that the contact numbers for the local police and social services are included
- the recording of complaints and suggestions, along with the pre-school response, so that any changes resulting from feedback are logged.

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	Ensure that your child protection contains contact details for the local police and social services department.
14	Ensure that complaints are recorded.

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

How effective is the nursery education?

The provision is acceptable and is of high quality. Children are making very good progress towards the Early Learning Goals in all six areas of learning. They are happy and confident within the setting and demonstrate a high level of involvement and enjoyment in activities provided.

The quality of teaching is very good. Staff have a secure knowledge and understanding of the foundation stage. There is a planned programme of activities and experiences across all areas of learning, however children's independence could be a little further developed at snack time. Organisation of staff and resources enables all children to make very good progress. Children's behaviour is well managed. Observations and assessments are used to record children's achievements and progress, these are used as a tool to identify the next steps of learning. Staff continually evaluate the assessment system.

The quality of leadership and management is very good. The head of pre-school liaises closely with staff to ensure its aims are carried out. There are regular staff meetings, which clearly identifies roles and responsibilities, this ensures children's learning potential is developed. The training and development plans for staff are discussed and staff attend many courses. Monitoring and evaluation of the effectiveness of individual activities are recorded. All staff work hard to improve any areas of weakness identified.

Partnership with parents is a strength of the pre-school and is very good. Parents receive comprehensive information about the setting, including the educational programme. They are kept well informed about the activities children do and the areas of learning that these cover, through parents open days and children's progress books. In addition informal daily sharing of information and discussions about their child's progress contributes to their record. Newsletters inform parents of current themes and special events.

What is being done well?

- Staff provide many worthwhile activities to extend children's progress. Children are achieving their potential as young learners because the staff have a very good understanding of the stepping stones and early learning goals, and how young children learn.
- Children with special educational needs are included in all activities, staff find out all they can about children's specific needs. They work in partnership with parents, carers and outside agencies to ensure children gain as much as possible from activities.
- Children are able to select many resources for themselves, allowing them to operate independently within the learning environment. There are some very

good examples of the children using their imagination during role play, as they engage in becoming train drivers and going on a journey.

- Children are polite, well mannered, and show a caring awareness of others, as they use the large physical apparatus, they take turns and share, using the equipment with increasing skill.
- Parents are kept well informed of their child's progress. There is an extensive range of books which they can borrow to help their child learn at home.

What needs to be improved?

- the involvement of children in the preparation of snacks to further develop their existing personal independence.

What has improved since the last inspection?

The pre-school has made very good progress towards implementing the two points for consideration made at their last inspection. These points related to recording children's attainments and progress, and providing more opportunities to record numbers.

The setting has introduced a system for recording children's achievements and progress, using step by step profiles. The system is monitored to ensure all children's individual learning potential is achieved. The planned programme of activities and practical experiences, ensure children have many opportunities to extend their understanding and concept of the recording of number operation.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and secure within the setting. They develop confidence, independence and self reliance as they select their own activities. Children demonstrate a high level of personal independence, except at snack time. They choose between activities and select resources for themselves. Their behaviour is very good. They are kind and considerate to each other and treat each other with respect. They are beginning to acknowledge positively a sense of the community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

All children communicate well with each other and the staff, using language with increasing confidence and developing skill. Dialogue in conversations is descriptive as they share with others what 'Lola' the leopard has done whilst they were caring for him. Children are learning to recognise their names, can match sounds to letters and letters to form words. Children enjoy stories. They freely select books to support their understanding of text. They all engage in writing for a purpose.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children have many opportunities to use their counting skills, counting to 28 at registration. They independently count in their everyday activities. They solve mathematical problems well in planned practical activities, as they use construction kits, 'If you put that bit there, the train will go better'. They have a good understanding of addition and subtraction, as they sing number songs. Children recognise shape, they use language well to describe, size and quantity, in their role-play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the environment through observing their immediate surroundings. They visit places of interest such as Churton Valley Railway to link into the theme of 'journeys'. They use the computer well and with increasing skill. They enjoy looking at similarities, differences, pattern and change as they observe caterpillars and record the cycle of life. They are developing an awareness of the wider world as they follow the theme 'building bridges, cultures and beliefs'.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move around the environment with confidence and good control. They show an awareness of space, themselves and others. They use the large climbing frame with increasing skill. They understand the importance of keeping healthy as they discuss the need for washing hands and eating healthy food. They handle small tools such as writing implements, scissors, brushes and glue spreaders with increasing control, as they complete their caterpillar pictures.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children enjoy exploring colour in imaginative ways through art and craft activities. They use many different textures and materials to create pictures and wall displays. They express and communicate their ideas, thoughts and feelings by using a widening range of tools. They enjoy imaginative role play as they take a train journey, design tickets, dress as the driver and arrive at the destination. They use small equipment well, fitting building and construction kits with dexterity.

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 key issues but one point for consideration:-
- encourage children to be involved in the preparation of snacks.

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.