



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 102949

DfES Number: 545294

INSPECTION DETAILS

Inspection Date	05/10/2004
Inspector Name	Heather Tanswell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Martin Under Fives Group
Setting Address	St Martin in Meneage School St. Martin Helston Cornwall TR12 6BT

REGISTERED PROVIDER DETAILS

Name	The Committee of St Martin Under Fives Group
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ORGANISATION DETAILS

Name	St Martin Under Fives Group
Address	St Martin in Meneage School St. Martin Helston Cornwall TR12 6BT

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 Martin Under 5's Group is a pre-school it registered to provide day care in 1998. It operates from a separate building in the grounds of the village primary school. The pre-school serves the surrounding rural area.

There are currently nine children from two to five years on roll. This includes three funded three-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs. None of the children speak English as an additional language.

The group opens three days a week, on a Tuesday, Wednesday and Friday, during school term times. Sessions are from 09:00 until 11:30.

One full-time and two part-time staff work with the children. One member pf staff has an early years qualification to NVQ Level 3. One other is currently on an early years training programme. The setting receives support from an advisory teacher from the Cornwall Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-school Learning Alliance (PLA).

How good is the Day Care?

St Martin Under 5's Pre-school provides satisfactory care for children.

Staff meet the minimum qualification requirements. All have suitable first aid qualifications and attend short courses to update their knowledge. Although ratios are high, children are not always supervised adequately. Children are left before minimum staffing levels are met and they cannot always use the toilet safely, when they need to. Premises, toys and equipment are kept clean and tidy. The rooms are bright and cheerful. Resources and equipment are of good quality. All the required records and procedures are securely kept and readily available for inspection. The written statement about child protection procedures requires updating. The arrangements to deputise are not well thought through by the committee.

Staff make sure the premises are kept safe and secure. They are vigilant about checking the suitability of visitors and keeping doors locked. Procedures to ensure children are collected by known persons, are implemented by all staff. Good hygiene routines protect children from infection. However, premises require some routine maintenance and updating. Staff lack knowledge of how to implement the Code of Practice for Special Needs. Careful regard is shown to individual dietary needs. Snacks are nutritious.

Staff plan to provide a broad range of activities. Children particularly enjoy being active and playing outside everyday. They are given praise for their co-operation and correct answers. However, staff are inconsistent in the way they manage children's behaviour. Children get bored at large group activities and become disruptive. Creative activities are adult led and give few opportunities for free expression.

Partnership with parents is friendly and informal. Parents value the informal daily feedback at the end of the session. However, personal information is not always shared in private. Parent's wishes and children's care needs are well documented, known and respected.

What has improved since the last inspection?

At the last inspection the setting agreed to; produce a procedure to follow in the event of a lost or uncollected child; include the name and address of the regulator in the complaints policy; record the times of arrival and departure of children and staff; keep a record of visitors; provide sufficient child size tables and chairs to allow children to play and eat together; produce a written child protection statement based on the Area Child Protection procedures; make toilet doors safe.

The setting now has a written statement of procedure to follow if children are lost or uncollected. The details of the regulator are now included in the complaints policy. Times of arrival and departure are now recorded on registers. A log of all visitors is kept. There are now more chairs and tables available for children to use. The child protection policy has been updated but makes no mention of Ofsted's role in the event of any allegation of harm or abuse against a child while in the care of the setting. Toilet doors can be unlocked from the outside, if required in emergency.

What is being done well?

- High standards of hygiene are maintained to promote children's good health. Staff ensure the premises and resources are kept clean and tidy. Surfaces are cleaned between activities. They raise children's awareness of good hygiene practices by showing them the importance of washing and drying their hands thoroughly.
- Staff provide healthy and nutritious snacks that have regard for children's dietary needs and preferences. Good record keeping systems, based on information from parents, make sure staff are aware of allergies and dietary needs.

What needs to be improved?

- the organisation of staff, to make sure there is a minimum of two adults on duty before children are left at the setting
- the premises, to ensure children can access the toilets safely
- the maintenance of the premises, with regard to the ease of opening of fire doors
- the staff's knowledge of the Code of Practice for the Identification and Assessment of Special Educational Needs
- the management of children's behaviour
- the child protection procedure, with regard to what the setting will do if any allegation of abuse is made about a child whilst in your care.

Outcome of the inspection

Satisfactory

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
2	Ensure there is a minimum of two adults on duty before children are left at the setting.
4	Make sure children can access the toilets safely.
4	Ensure that the fire escape is maintained in good condition and can be opened easily in an emergency.
10	Ensure at least one member of staff knows about the requirements of the Code of Practice for the Identification and Assessment of Special Educational Needs and can support other staff.
11	Ensure staff are consistent in applying agreed procedures for behaviour management.
13	Ensure that the child protection procedure for the group includes a procedure to be followed about any allegation of harm or abuse against a

	child when they are in your care and that this statement has regard for Ofsted's role in dealing with a complaint.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

St Martin Under 5's Group offers acceptable quality nursery education, although there are some significant areas for improvement. Children are making generally good progress in knowledge and understanding of the world. Their progress towards the early learning goals for personal, social and emotional development, communication, language and literacy, mathematics, physical and creative development is limited by some significant weaknesses.

The quality of teaching has some significant weaknesses. Staff plan a broad curriculum based on the stepping stones. Premises are laid out well with good quality toys and equipment. However, plans do not identify how activities will be adapted or extended to meet the needs of children. Some staff have low expectations of children's behaviour. They do not set, explain or maintain clear, reasonable and consistent limits so that children can play within set boundaries. For example, low level storage units designed for children to use for themselves are kept locked as children might make a mess. Some children are not expected to be mannerly or co-operate. As a result, children are not learning to respect themselves or others.

The leadership and management has some significant weaknesses. Staff respond with enthusiasm to external advisors and make immediate changes to improve their practice. However, there are no systems in place to evaluate the quality of nursery education from within. The committee is not aware of its responsibility to monitor standards. As a result, it has not implemented its own procedures with regard to carrying out appraisals on staff.

Partnership with parents has some weaknesses. Relationships are friendly and relaxed. Parent's receive essential information about the provision on enrolment. Feedback is informal and not well focused on children's achievements. Staff are beginning to develop more effective ways of making sure parents are more involved in their child's learning and progress.

What is being done well?

- Staff plan activities covering a wide range of topics. They are beginning to make observations of children's learning based on the stepping stones towards the early learning goals.
- Children's understanding of the world is promoted effectively through topics and discussions linked to the environment and their home life. Staff talk and explain about the features of living things children encounter every day. Snack time is used well to encourage children to think about where their food comes from and the climate it grows in. Staff encourage discussion about events in children's everyday lives, for example birthdays.

What needs to be improved?
<ul style="list-style-type: none">● the monitoring and evaluation of the quality of teaching● the staff's knowledge of how children learn and what the practitioner needs to do to support and consolidate learning● the development and use of assessment records to enable staff to plan next steps in learning in co-operation with parents● the planning, organisation and management of activities to help children be self-sufficient and given the support they need to understand how they are expected to behave.

What has improved since the last inspection?
NA

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children arrive happy and settle in quickly. They are confident to talk about their family and home. They link up with adults and enjoy their company. Children's choice is limited to what is provided by staff as cupboards are kept locked. Staff's low expectation of their behaviour leads to children not developing self-discipline. They rarely co-operate with each other or use good manners. Children do not routinely carry out simple tasks for themselves to develop their independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children are beginning to recognise their own name as they find their name card and labelled water bottle. They are beginning to link sounds to the initial letter in their name. They enjoy talking individually to staff but find it hard to concentrate and listen in group activities. Children learn new words and extend their vocabulary when staff join in their play. They do not have sufficient opportunities to practise writing or make marks as tasks are not suited to their levels of ability.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children use numbers to count heads at snack time, in role play and when acting out rhymes. Children are learning the language of position and shape as they make a collage house out of paper shapes. Children are not expected to count above the number of children present that day. They do not compare, match, thread or sequence. They are not learning to use addition and subtraction to compare two groups of objects. They are not introduced to the names of 3D shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are learning about the natural environment and how things work and grow. Staff relate stories and routines to the wider world. They discuss where fruit comes from, how trees grow, and the climate in different regions of the world. Children know how to use programmable toys and are able to use the key fob to gain entry to the school. Routines are not always used well. For example, staff forget to complete the calendar to help children learn about the passage of time.

PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children skilfully drive around in pedal cars using their feet to control speed and direction as they manoeuvre around cones. They handle tools and materials safely as they cut paper and fruit segments. However, they are not given sufficient access to a variety of tools to refine their skills. There is no equipment to offer children a range of challenges such as a climbing scrambling, balancing, swinging or sliding.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	Children join in with favourite songs and stories. They enjoy action rhymes and respond with appropriate gestures. They use their imagination to act out their own scenarios. Children rarely express themselves freely or explore ideas or their interests in depth. Activities are focused on a pre-determined end result. They do not have daily access to a range of creative media such as paint, dough, sand, water or music.

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

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop systems to monitor and evaluate of the quality of teaching
- improve staff's knowledge of how children learn and what the practitioner needs to do to support and consolidate learning
- develop the use of assessment records to help staff plan next steps in learning in co-operation with parents
- improve the planning, organisation and management of activities to help children be self-sufficient and have the support they need to develop an awareness of the boundaries set and behavioural expectations within the setting.

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.