



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 127588

DfES Number: 581315

INSPECTION DETAILS

Inspection Date 30/11/2004
Inspector Name Vanessa Wood

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Hilary's Nursery School
Setting Address Senacre Community Hall
Titchfield Road, Senacre
Maidstone
Kent
ME15 8FX

REGISTERED PROVIDER DETAILS

Name The Committee of St Hilary's Nursery School 1046371

ORGANISATION DETAILS

Name St Hilary's Nursery School
Address Senacre Community Hall
Thanfield Road, Senacre
MAIDSTONE
KENT

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 Hilary's Nursery School opened in 1982 and operates from two rooms at the community centre. It is situated in a large housing estate on the outskirts of Maidstone.

A maximum of 35 children may attend the nursery school at any one time. The nursery School is open each weekday from 09:00 until 11:30 and from 12:30 until 15:00 for 39 weeks of the year. Children have access to a secure enclosed outside play area.

There are currently 50 children on roll aged from 2 years to 5 years. Of these 25 children receive funding for nursery education. Children come from a wide area. The nursery school currently supports a number of children with special educational needs. No children attend with English as an additional language.

The nursery school employs eight staff. Five staff, including the manager, have appropriate early years qualifications. One member of staff is working towards a qualification.

How good is the Day Care?

St Hilary's Nursery School provides good quality care for children.

The nursery school is well managed and has a clear staff structure. The committee is very supportive of the group. Staff are deployed effectively and are aware of their individual roles and responsibilities. They work well together and support one another. A warm, welcoming environment is provided to enable young children to gain in confidence and feel secure.

There is a wide range of activities, set out in an attractive way, that offer stimulating play opportunities to meet the needs of developing children. Furniture is child size and appropriate. Staff develop good relationships with children and manage behaviour well. They are sensitive to the individual needs of all children and a good

programme is in place to assist children with special needs. Children are happy and approach staff with confidence.

Staff are vigilant in ensuring children's safety. A risk assessment of the premises is completed on a regular basis. Effective daily routines ensure children understand the need for good personal health and hygiene.

Staff build a good working relationship with parents and are always available to talk to parents. Parents are encouraged to join the committee and take part in the running of the group. Policies and procedures are in place but some lack the necessary information.

What has improved since the last inspection?

There were four actions from the last inspection, which have been completed.

Ofsted has been notified of the Committee Nominated Person to be the Registered Person. Three policies and procedures are now in place; the policy for children uncollected or lost, the complaints policy and the register of attendance to show when children arrive and depart.

What is being done well?

- Organisation of the nursery school is good ensuring children are well cared for.
- Staff provide a stimulating range of toys and activities to promote children's development and learning.
- Staff have a consistent approach to managing children's behaviour. As a result children's behaviour is good.
- Staff give very good support to children with special needs.
- A good relationship is fostered with parents and all information is shared.

What needs to be improved?

- the operational plan, to make this one document
- the policy for behaviour management to ensure this includes a procedure for bullying and is in line with current legislation.

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.)

Since 1 April 2004 Ofsted have not received any complaints about this provider.

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
2	Consider making the Operational Plan one document.
11	Ensure the Behaviour Management Policy is updated in line with current legislation.

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

How effective is the nursery education?

The provision for nursery education at St Hilary's Pre School is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals and very good progress in Personal Social and Emotional Development, Mathematical Development and Knowledge and Understanding of the World.

The quality of teaching is generally good. From observations of activities, discussions and planning documents, it is clear that staff are secure in their knowledge and understanding of the early learning goals. Staff have established well organised routines and they organise their time effectively. However, daily routines could be developed and used to build on what children already know. Good use is made of resources and these support the six areas of learning well. They plan the curriculum together to support children's learning, although activity sheets lack some information. Staff manage children's behaviour well and offer clear explanations to children so that they learn right from wrong. They question children skilfully and encourage discussion to help children explore their ideas. Staff interact well with children and encourage their curiosity, interest and reasoning skills, enabling them to explore new experiences.

The leadership and management is generally good. It is an established group where staff are committed to providing good quality of care and education for all children. Staff understand their roles and responsibilities and work well as a team. The committee are very supportive of the group.

The partnership with parents is very good. Positive links have been established between the staff and parents. Staff encourage parents to be actively involved with their children's learning in a variety of ways and this has a beneficial impact on children's progress. All information is shared.

What is being done well?

- Staff provide an attractive, stimulating environment in which children are interested and eager to learn.
- Staff use effective strategies to promote good behaviour and consideration for others.
- Staff promote children's learning well and there is a good balance of adult directed and child initiated activities.
- Partnership with parents is effective and parents take an active role in their children's learning.

What needs to be improved?

- the activity plans, to ensure these show differentiation for more able children and fully evaluate the learning intention
- the daily routines, to use these to continue to build on what children already know.

What has improved since the last inspection?

The pre school has made very good progress since the last inspection when one key issue was identified. Staff were asked to undertake special needs training and develop a special educational needs policy. The supervisor has undertaken the full training and a written special education needs policy is in place.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self esteem are built up by staff who are sensitive to their needs and know them well. They are encouraged to be independent and to persist with difficult tasks. They are taught to share and take turns, and to be polite and considerate to others. Children are aware of the boundaries and behave well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen attentively to stories and songs both in large and small groups. They are happy to speak to adults and other children, expressing their feelings, relating their news and organising play. The comfortable book area encourages children to browse through books on their own and children know how to handle books with care. Children recognise their name and sometimes the names of other children. They experiment writing their names and are encouraged to write their name on their work

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn about different shapes and are confident in naming them. They understand mathematical language such as bigger than/smaller than to describe size quantity and position. Children are able to count to ten and some beyond. They recognise numbers well and many planned activities help children sort, match and compare and become aware of number as they play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children talk about past and present activities during daily routines. Outings, topics and visitors to the group provide opportunities for children to learn about the environment in which they live. Children learn about history and the world through topics such as Scotland and St Andrew when staff introduce good discussion and activities. Children have use of a computer and their mouse skills are developing well. They are able to print a copy of their work to give a sense of achievement.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have access to a good outside play area with large equipment in a safe surrounding to foster their gross motor skills. Planned sessions where children respond to music help them to develop their body coordination. Children are learning to handle paintbrushes, pencils and scissors appropriate and with care. They manipulate dough imaginatively and show good hand to eye coordination. Through daily routines, children are becoming aware of the importance of keeping healthy.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore colour, shape and space appropriately as they use a variety of techniques and materials. Good ideas for role play themes enable the children to communicate their ideas and imagination well. Children enjoy singing and moving to music and expressing their feelings. They have access to musical instruments and listening to different sounds.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- develop the activity sheets to show how activities can be used to extend learning for more able children and to fully evaluate and show whether the learning intention is met
- ensure daily routines continue to build on children's knowledge and reinforce what they know.

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.