



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 105732

DfES Number: 500018

INSPECTION DETAILS

Inspection Date	20/07/2004
Inspector Name	Beverley Jarrett

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	St. Peters Nursery School
Setting Address	59A Portobello Road London W11 3DB

REGISTERED PROVIDER DETAILS

Name	The Committee of The Committee of St Peter's Nursery School
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ORGANISATION DETAILS

Name	The Committee of St Peter's Nursery School
Address	St Peters Nursery School 59a Portobello Road London W11 3DB

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 Peter's Nursery School has been registered for 12 years.

The premises are located on the ground floor of a church hall in Notting Hill. It consists of one large playroom, kitchen, office, entrance hall, upstairs hall and three adjoining toilets.

The setting serves the local community.

There are currently 45 children from 3 to 4 years old, on roll. This includes 15 funded 3 year olds and 21 funded 4 year olds. Children attend for a variety of sessions.

The setting currently supports a number of children with special needs and who speak English as an additional language.

The nursery opens five days a week, all year around, from 09:00 - 16:00.

Eight staff work with the children. All staff members hold relevant early years qualifications.

Support is given by the Early Years Development and Childcare Partnership (EYDCP). Teaching is based on the Early Learning Goals and is active learning based on the individual child.

How good is the Day Care?

St Peters Nursery School provides good care for children.

The staff provide a warm, caring and welcoming environment for children and parents. Staff are appropriately experienced and qualified and have a clear understanding of their role and responsibilities. The nursery creates opportunities for further training and development for staff. This helps staff to develop their skills in meeting the aims of the setting and children's individual needs.

The setting organises the space and resources very well. The premises are safe and secure, with play areas that are bright, warm and welcoming. Staff have an excellent awareness of health and safety issues and potential hazards both inside and outdoors. Staff pay particular attention to developing children's understanding of good hygiene practices to develop their personal hygiene through the daily routine. Mealtimes are relaxed, happy and sociable occasions, where there are opportunities for children to extend their independence and self help skills.

There are a broad range of activities and play opportunities that help children to sustain interest and have fun. Staff have a positive attitude towards equal opportunities issues, all children are valued and their individual needs are well supported. However, further development of resources reflecting diversity is required. Staff have a sound knowledge and understanding of the children's individual needs and interests. A sensitive and appropriate approach is adopted by the staff towards children's behaviour management.

There is a strong commitment to partnership with parents. The nursery displays a noticeboard for parents, these are full of relevant information and news. Staff make themselves available to give parents daily feedback about their child's learning and development.

The setting maintains comprehensive and effective records, policies and procedures. However, a review is required of the fire drill log.

What has improved since the last inspection?

At the last inspection the provider was asked to complete a number of actions regarding health and safety and the vetting procedure of staff.

The gaps in the banister have been minimised ensuring children are unable to slip through them. All fire escape doors are kept unlocked to provide quick evacuation of children and staff in the event of an emergency occurring. All fire extinguishers conform to BS EN standards ensuring that they are safe to be used in the event of a fire. Staff have all undergone appropriate checks to ensure their suitability to be around children.

What is being done well?

- Space and resources are organised well to meet children's needs effectively. Children have access to a very good range of stimulating and interesting activities.
- There is an effective partnership between parents and carers. The key worker system ensures parents are fully consulted about the needs of their children .

What needs to be improved?

- the recording of entries in the fire log to ensure that permanent records are

maintained at all times

- the resources reflecting diversity in the community to broaden children's awareness of other groups in society.

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
6	Ensure all entries in fire log book are written in ink to enable a permanent record to be maintained..
9	Ensure children have access to a wide range of resources to increase awareness of other cultures in society.

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

How effective is the nursery education?

St Peters Nursery offer a high quality educational provision, where children enjoy learning through effective planning and a wide range of activities. Effective teaching helps children make very good progress towards the early learning goals. Staffs' knowledge of the early learning goals helps them to plan and teach a good range of practical activities.

Continuity and progression of learning is ensured through the well-planned and balance educational programme. However, staff do not update progress reports frequently.

Children's personal, social and emotional development is highly prioritised through activities and routines, which encourage good relationships and promote good behaviour.

The key strengths in communication language and literacy are due to the staffs' ability to skilfully question children, engage them in conversation and extend their vocabulary. Stories are used well to foster children's love and use of books. Good support is provided for children with special educational needs and children with English as an additional language. Staff works closely with other professionals when required to meet the needs of the children.

Children are making generally good progress in their physical development. They are able to participate in daily outdoor play. They are learning about the importance of staying healthy. However, they have limited opportunities to learn about the changes that happen to their bodies when they are active.

Leadership and management is very good. Staff work well together as a team and understands their role and responsibilities. Managers are good role models and are committed to staff development.

Partnerships with parents is very good. The setting is very welcoming and staff are approachable. Parents receive regular information on the curriculum and meetings are used effectively to discuss children's written progress reports and to plan for the next step in their learning.

What is being done well?

- Children are eager to learn and explore due to the wide range of interesting activities and resources provided.
- Staff have good understanding of the stepping stones and the early learning goals.
- Children are polite and sensitive to each other and behaviour is good due to high expectations form staff.

- Staff make very good use of the available space and provide a busy, but calm learning environment.
- Children's communication, language and literacy is very good. They are confident speakers due to staff encouraging them to express their own views, feelings and imagination.
- Very good leadership provides a commitment to staffs development, ensuring that they are aware of their roles and responsibilities.
- Parents are kept well informed about the educational programme and of children's developmental progress.

What needs to be improved?

- the written progress reports, by ensuring that they are updated frequently.
- strengthen the programme for physical development, by ensuring that children learn about the changes that happen to the bodies when they are active.

What has improved since the last inspection?

The setting has made very good progress since the previous inspection.

The setting has improved the programme for physical development, through developing plans which show how the sessions are organised, how children's safety is ensured, what the children do and what they are intended to learn from taking part in sports activities. Plans of activities are more detailed and provides suitable challenges to the children. Records are kept of aims, observations and evaluation of activities to ensure that the learning intentions are achieved. Staff are deployed effectively to ensure the children's safety during all physical activities. The setting ensures that they maintain a high adult ratio to allow children to use all areas safely. Children are encouraged to be aware of the importance of keeping safe before each session begins, through daily discussions.

The setting has strengthen the already good partnership with parents and carers, through providing translations of some documents for parents, whose first language is not English.

The setting has translated the welcome pack and parents hand book and application form into Arabic and Spanish. Staff keep a list of first languages spoken at home and have developed a list of interpreters from relevant agencies if required. The keyworker is responsible for ensuring that parents informed them, if they need an interpreter when meeting with them, to discuss their children's developmental progress reports. This enable parents to give their children full support in their learning.

The setting has improved children's records by including dates to examples of their work. Staff help the older and more able children to write dates on their own work. This proves valuable as an aid in monitoring children's achievement and progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children display a high level of involvement during activities. They are forming good relationships with both each other and adult, they behave well and are co-operative during play. Children are confident and are able to sit and listen attentively to stories and during group activities. They develop independence through a range of practical activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and use a wide vocabulary, which is extended well in all activities. Children develop their reading skills through listening attentively to stories and using books to locate information. Children enjoy making marks and practise their writing skills, through the well resourced writing area.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count beyond ten and understand that numbers have a value. They are developing their mathematical knowledge and learn about problem solving, addition and subtraction through many practical activities. Children are able to sort and compare. They are learning about shapes, colours, sequencing, weighing and patterns. This learning is well supported by number charts and games.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's design and making skills are well developed through many practical activities and a wide range of resources. Children are learning about the natural world such as growing plants. They are involved in exploration and investigate activities such as the life cycle of butterflies, tadpoles. They enjoy using the computer confidently with staff support. They are learning about events in their lives, their own cultures and beliefs and those of other people.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move around confidently with increasing control and are beginning to show an awareness of space. Children use many tools and items of large and small equipment with growing confidence and skill, which is shown in their writing, drawing and models. They are learning about staying healthy through the daily routine. However, they have limited opportunities to learn about the changes that happen to their bodies when they are active.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy a wide variety of activities which give them opportunities to explore colour, texture, shape and form. Children make a range of models with boxes and tubes, they enjoy using musical instruments and have good opportunities to explore songs rhymes and movement confidently.	
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:

- the written progress reports, by ensuring that they are updated frequently.
- strengthen the programme for physical development, by ensuring that children learn about the changes that happen to the bodies when they are active.

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.