



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 509586

DfES Number: 519553

INSPECTION DETAILS

Inspection Date	15/09/2003
Inspector Name	Mandy Mooney

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	St Pauls Pre-School
Setting Address	Invicta Lodge Strandfield Close London SE18

REGISTERED PROVIDER DETAILS

Name	The Committee of St Pauls Pre-School
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ORGANISATION DETAILS

Name	St Pauls Pre-School
Address	Invicta Lodge Standfield Close London SE18

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 Paul's Pre school has been opened since 1986. It offers extended day care for children aged two and a half to five years. The group is open each day between 09:30-14:15 hrs term time only. The majority of children attending live locally. Four of the children attending receive funding for nursery education, all of whom are three years old.

The pre school is based in a community hall. It has access to toilets, a small kitchen and an outside play area.

Four staff work with the children. The manager and deputy hold the Diploma in Pre school Practice. Staff receive support from an advisory teacher from the Greenwich Early Years Development and Childcare Partnership (GEYDCP).

How good is the Day Care?

St Paul's Pre School provides satisfactory care for children.

The staff work well together as a team. Regular staff meetings ensure that staff are clear about their roles and responsibilities. They are involved in planning a wide range of activities which keeps the children stimulated. The pre school has a satisfactory range of toys and equipment, this could be further enhanced by extending the variety of resources to represent diversity in the community.

Staff have a generally good understanding of health and safety and hygiene, they continue to improve standards in these areas, however, there are a few minor issues that required addressing relating to medication and appropriate nappy changing facilities. The implementation of an effective induction procedure for staff and volunteers would also help in this area.

Although staff are aware of their responsibility with regards to child protection, a procedure to follow in line with the Area Child Protection Procedures needs to be devised and implemented.

Staff provide a positive role model for the children and this in turn encourages the children to behave very well. Staff are consistent in their approach and deal with behaviour in a firm and fair way. Children with special educational needs are welcomed into the group, however staff need to update their knowledge and understanding of issues relating to this area.

Staff work hard to build relationships with parents and encourage parental participation in the group. Parents are represented on the management committee, however they are not fully informed of their responsibility. Policies and procedures are satisfactory and generally accessible to parents, however these need reorganising and updating.

What has improved since the last inspection?

At the last inspection a number of actions were agreed, unfortunately many of the them have not been completed. This is mainly as a result of a change of management and the new manager not being informed of the agreed actions. The current manager plans to address the outstanding actions as a matter of priority.

What is being done well?

- Staff provide a warm and welcoming environment for the parents and children, they work hard to build good relationships with them.
- Staff demonstrate a good knowledge of health and safety issues.
- Staff portray a positive role model for the children and manage children's behaviour in a fair and consistent way.

What needs to be improved?

- the development and implementation of an effective induction procedure
- the system for informing the regulator of any significant changes
- resources to reflect diversity and equality
- staff's knowledge of the Special Educational Needs Code of Practice 2002
- the documentation and procedures for child protection
- health and safety issues.

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 must take the following actions by the date shown

Std	Action	Date
1	Adults providing daycare, looking after children or having unsupervised access are suitable to do so. Inform Ofsted of all relevant changes.	28/11/2003
13	Comply with the local child protection procedures approved by the Area Child Protection Committee and ensure that all adults working and looking after children in the provision are able to put the procedures into practice.	28/11/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	devise and implement an effective induction procedure for new staff and volunteers;
5	review and extend the range of resources to reflect diversity;
6	review the fire records to include the required details and ensure the records are kept for inspection;
7	devise and implement a medication policy;
7	ensure there is at least one qualified first aider on site at all times;
7	review the nappy changing facilities to ensure both hygiene standards and health and safety standards;
10	ensure all staff are aware of their responsibility with regards to identifying and working with children who have special educational needs or a disability;
12	ensure committee members are given clear information on their roles and responsibilities;

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

How effective is the nursery education?

St. Paul's pre-school provides a warm, friendly atmosphere. Children's progress towards the early learning goals is inhibited in some areas due to weakness in teaching. However, children respond well to staff and they are making generally good progress in the areas of personal, social and emotional development and Mathematics. Behaviour management within the nursery is also generally good.

Teaching has some significant areas of weakness, however staff are working with an advisory teacher from the EYDCP to improve standards. The pre-school does not have an effective system of planning, therefore there are no clear learning intentions, staff knowledge of the foundation stage is limited. Staff provide a range of interesting activities but do not take opportunities to extend language and encourage independence.

Staff have a good understanding of the individual needs of the children and have developed positive relationships with them, as a result children are encouraged to express their ideas and their personal, social and emotional development is generally good, their behaviour is managed well.

There are some weaknesses in the leadership and management of the nursery, The manager is working hard to identify and address the areas that need improvement. There is presently no system for monitoring and evaluating the effectiveness of the provision.

Partnership with parents is generally good. Parents are made to feel welcome and are well informed and encouraged to be involved in the nursery.

What is being done well?

- Children make generally good progress in their personal, social and emotional development, they are well behaved and show consideration for others, they have caring relationships with each other as well as staff.
- Children are confident in the use of mathematical language and recognise numbers and shapes.

What needs to be improved?

- The planning and evaluation of activities aimed at supporting children towards the early learning goals.
- The organisation and planning of physical play.
- The provision of opportunities to develop and extend writing skills.

- The resources available for creative development
- Opportunities for children to participate in information technology, design and making skills and to explore living things
- Staff's ability to extend children's learning and find ways to encourage independence

What has improved since the last inspection?

At the time of the last inspection, there were five key issues. An action plan addressing the key issues was devised by the previous manager. One of the key issues was to improve the use of story time, improvements have been made in this area and children are now enjoying and reading books spontaneously, the selection of books available to children has also improved.

Children's work is beginning to be displayed more and storage cupboards have been re-arranged to allow for this. Opportunities for spontaneous writing, planning and monitoring of the educational programme have yet to be improved.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in personal, social and emotional development. They are very well behaved and show concern and care towards each other. They are able to share and take turns and support each other. Children are motivated and they are developing a sense of the community. There are few opportunities for children to develop independence and self-help skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children's progress in communication, language and literacy has significant weaknesses. Children speak confidently with peers and adults. They enjoy stories and singing and have an appreciation and respect of books. Children are not sufficiently challenged to recognise and link sounds to letters. There are few opportunities for children to practise writing skills.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in mathematical development is generally good. Children are developing a recognition of shapes and numbers and they are beginning to use mathematical language. There was little evidence of problem solving and practical use of subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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There are significant weaknesses in this area, Children are provided with activities that increase their understanding of culture and religion. There is few opportunities to explore the natural world and no evidence of children being able to explore technology or develop design and making skills.

PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children's progress in physical development has significant weaknesses. Outdoor play is not planned and opportunities for children to develop skills such as balancing and throwing and catching is limited. Opportunities to handle a variety of tools are also limited.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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There are significant weakness in the planning for children's creative development. Children enjoy role play and singing in a group. There are too few opportunities to explore creativity through art, craft and design.

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 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

- Ensure that staff have opportunities to gain a clear understanding of the early learning goals.
- Review the planning and assessment methods to ensure that learning intentions for each activity is clearly identified and use children's assessment to inform the next stage of planning.
- Improve the provision of physical activities to ensure that overall physical development of all children is addressed.
- Provide more opportunities for children to practise writing skills.
- Improve the resources for knowledge and understanding of the world so children have access to technology and opportunities to explore living things.
- Ensure there are opportunities for children to develop their creative development.

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.