



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 137359

DfES Number: 512446

### INSPECTION DETAILS

Inspection Date	22/11/2004
Inspector Name	Anne Robertson

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Pauls (Crofton) Playgroup
Setting Address	Oakwood Road Orpington Kent BR6 8JH

### REGISTERED PROVIDER DETAILS

Name	The Committee of St Pauls PreSchool Playgroup
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### ORGANISATION DETAILS

Name	St Pauls PreSchool Playgroup
Address	2 Oakwood Road Orpington Kent BR6 8JH

## 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 (Crofton) Pre-school operates from three rooms in premises belonging to the church. The group also have use of an enclosed outdoor area. The pre-school is situated in a residential area of Orpington and serves the local community.

The pre-school is open term time only, week day mornings between 09.30 to 12.15. There are currently 40 children on roll, aged from 2.5 to 4 years. At each session there is a maximum of 32 children. At present, 30 of the children are funded 3 year olds and there is 1 funded 4 year old. The nursery supports a number of children with special needs. There are no children attending who have English as an additional language.

There is a team of six staff, including the manager, and five staff work at each session. An additional worker is employed on a temporary basis to provide extra cover if required. Four staff hold appropriate early years qualifications and the others are working towards a qualification.

### How good is the Day Care?

St Paul's (Crofton) Pre-school provides good care for the children. There is a comprehensive set of policy documents which underpin the day to day organisation of the group. Staff are deployed effectively and work well together as a team. The required records are kept up to date and in good order.

The pre-school environment is warm, welcoming and inviting to children. The group make good use of the premises and outdoor area. There are some good systems in place to ensure the health, safety and security of the children, though more regular risk assessments need to be carried out. Children's individual records contain useful information, which is gathered from parents, to enable staff to meet each child's needs.

There is a very wide range of toys and play equipment. These include resources which reflect equality of opportunity. Children engage in a variety of stimulating and

enjoyable activities which are planned in advance to ensure all areas of learning are covered. The staff interact well with the children, providing the appropriate level of support, supervision and encouragement. Positive methods are used to manage behaviour and consequently children generally behave well.

There are good systems in place to encourage partnership with parents. A detailed information pack is given to parents initially, which includes the pre-school's policies and procedures. Parents help out in the group on a rota basis. Information is provided on the pre-school's curriculum and the children's progress records are shared with parents.

#### **What has improved since the last inspection?**

N/A

#### **What is being done well?**

- The policies and procedures are clear, well-written and kept up to date with new requirements. It is evident that staff are familiar with these as their practice reflects the pre-school's philosophy and operational procedures.
- There is a good variety of activities and resources. Children engage in creative, imaginative and physical play and important social skills are being promoted by staff. There are opportunities for children to play in large or small groups or independently. There is a good balance of staff directed and child led activities.
- Staff interact very well with the children. They explain things clearly, listen to children and ask appropriate questions to extend their learning. Children appeared happy and confident to approach staff.
- The methods used for behaviour management are positive. Staff provide good role models. They are polite to each other and the children and encourage good manners. They remind children of the behaviour expected and use praise and encouragement frequently.
- The partnership with parents is good. Parents are able to become involved in the group by helping out and they receive regular newsletters. There is a notice board for parents in the entrance hall. Parents spoken to and those who responded to the questionnaires were all happy with the care their child received.

#### **What needs to be improved?**

- the procedure for uncollected children
- the health and safety risk assessments.

<b>Outcome of the inspection</b>
Good

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

## **WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
2	Compile written procedures to be followed in the event of a child not being collected.
6	Conduct regular risk assessments on the premises and equipment identifying action to be taken to minimize identified risks.

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

### How effective is the nursery education?

St Paul's (Crofton) pre-school support children's learning allowing them to make very good progress towards the early learning goals (elg).

The teaching is very good; adults make effective use of resources to plan and provide a range of activities and experiences that support the children's development in all six areas. High levels of positive interaction using naturally occurring as well as planned situations extend the children's learning and help to build on what they already know. Adults have a clear understanding of the foundation stage, the stepping stones and the elg. Sessions are well planned and planning clearly links to key worker observations allowing adults to provide challenges that meet children's individual needs and ensure the inclusion of children with special needs. The children are well behaved and adults are good role models using positive strategies for managing behaviour which are consistently applied.

The management and leadership of the nursery is very good. The pre-school has a committee a, play leader and deputy. The staff work well as a team to provide an environment where children's learning is nurtured and there is a system of ongoing evaluation of the effectiveness of the education. The staff team have regular meetings to discuss and assess activities and individual children's learning needs.

The pre-school's partnership with parents is very good. Parents are provided with good quality information when their child starts, with information about the pre-school and the elgs as well as ongoing information about their children's progress. Parents are encouraged to take an active part in the pre-school as volunteers on a parent rota.

### What is being done well?

- The children are able to be independent, they talk conversationally with adults and each other, snacks and drinks are available throughout the session and children can choose when to have snack. The children behave well and have a developing understanding of how their behaviour affects others.
- Children are confident speakers and good listeners; they use a wide range of language to organise role play and to play table games. The children write their names on their work at all activities.
- Children count with confidence at different activities; they use a range of mathematical language which is supported and encouraged by adults.
- Children explore and investigate nature and living things, looking at changing seasons and how plants grow. They have a range of planned activities that help them learn about different cultures and beliefs.

- Children are able to climb in a variety of ways, they write, cut with scissors and use tools at different activities.
- Children are creative using their imagination at all activities, they invent role play, they paint, make junk models and take part in a planned creative activity. The children play with small world toys and help to re-tell stories.
- The teaching, planning and assessment allow adults to ensure children's individual needs are met and that all available opportunities are used to extend children's learning.

#### **What needs to be improved?**

- No significant weaknesses were identified at this inspection and the pre-school are committed to continuing staff training to ensure that they fully support children's learning and development.

#### **What has improved since the last inspection?**

The pre-school provide activities that support children's learning to recognise and recreate patterns, to develop physical and creative skills, to move in a variety of ways and to have a greater understanding of everyday technology.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in this area; they are confident and independent, they are able to select resources, play materials and equipment and makes choices about what to have for snack. The children play co-operatively, sharing, taking turns in both planned and invented games. They are well behaved with a developing understanding of right and wrong; they are forming positive relationships with peers and adults. Children sit quietly and concentrate in appropriate situations.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children make very good progress in this area; they are confident speakers and good listeners, they use language to organise games and role-play. Children use the book corner both in groups and individually with a story at the end of the session. There are opportunities to practice writing at a variety of activities; some children write their names and others are beginning to form letters. There are group sessions with activities that extend skills for linking sounds and letters.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in this area; they count with confidence and are beginning to be familiar with numbers. Some children count independently and others are supported by adults to play counting and matching games. Children take part in activities that help them develop a sense of space, shape and measure. They are able to use and understand mathematical language such as more and less than, bigger and smaller, taller and shorter; and are developing problem solving skills.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children make very good progress in this area; they explore and investigate a range of objects and materials including living things and objects in the natural world. Children design and build using tools, building with bricks and making junk models. They have access to remote control toys, a computer, tills and calculators. Children talk about their home life and the people they live with. There are lots of activities that help children to learn about different beliefs and the wider world.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children make very good progress in this area; they move confidently and imaginatively using a variety of equipment, they ride bikes and use the climbing frame and slide. They are controlled and co-ordinated, with an awareness of space and each other. Children are provided with a range of equipment and tools to allow them to learn how to handle objects and materials safely and with increasing control. Children are developing an awareness of the needs and changes of their own bodies.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children make very good progress in this area; they are provided with activities that encourage them to explore colour, texture, shape and form and respond to their senses. Children express themselves freely, they are being creative and using their imagination to investigate, design and invent games and in art and music and movement. The children explore their senses and feelings through the resources provided.

**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:*

- No weaknesses were identified at this inspection and the pre-school are committed to continuing staff training to ensure that they fully support children's learning and 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.*