



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY248608

DfES Number: 517862

INSPECTION DETAILS

Inspection Date	06/12/2004
Inspector Name	Joanne Lindsey Caswell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Josephs Pre-School
Setting Address	The Presbytery Hazelgrove Road Haywards Heath West Sussex RH16 3PQ

REGISTERED PROVIDER DETAILS

Name	The Committee of The Management Committee
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ORGANISATION DETAILS

Name	The Management Committee
Address	St. Pauls Presbytery, Hazelgrove Road Haywards Heath West Sussex RH16 3PQ

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 Joseph's Pre School has been established for many years, but has been in its current location since 2002. The pre-school operates under the umbrella of St Paul's Parish, Haywards Heath, which is part of the Arundel and Brighton Diocese Trust. The pre-school operates from the Parish Room behind the Presbytery of St Paul's Church in the centre of Haywards Heath, West Sussex. The room has been purpose-designed, giving children access to a large, open-plan area with adjacent toilet and hand washing facilities. Staff have access to a kitchen. A fully enclosed outside play area can be used all year round. The pre-school is open, Monday to Friday, during term time only, from 08:45 to 12:00. Afternoon sessions, from 13:00 to 15:30, operate during the second half of the Autumn term and throughout the Spring and Summer terms. The pre-school serves the town of Haywards Heath and the surrounding area.

There are currently 43 children, aged from 3 to 5 years, on roll. This includes 34 children who receive funding for nursery education. Staff are experienced in supporting children with special educational needs and children who speak English as an additional language.

A total of five staff work with the children. All staff have undertaken training in early years teaching and staff qualifications consist of PPA Certificates, Primary teaching, NVQ level 2 and 3 qualifications.

The pre-school is a member of the Pre-School Learning Alliance and is currently undertaking the West Sussex Quality Kitemark scheme.

How good is the Day Care?

St Joseph's Pre-School provides good quality care for children.

Staff have worked together for many years and form a professional and dedicated team. The premises are clean and very well-maintained and offer a warm, welcoming and highly stimulating environment for children. Resources are in very

good condition and are easily accessible. Regulatory documentation is in place and is stored confidentially. Some minor details are missing from the complaints policy.

Staff are vigilant regarding children's health and safety and a formal risk assessment is undertaken. Procedures are in place to keep the premises secure and prevent the spread of infection. Staff implement an equal opportunities policy and the activity programme and range of resources ensure children are introduced to a wider range of cultures and customs, including learning to speak French. All activities are adapted to cater for children's differing abilities. Children with special needs are supported well. Staff are aware of their responsibilities regarding child protection.

Staff organise a stimulating and varied range of activities, ensuring children are busy and occupied and challenged accordingly. Children form very close relationships with staff and approach them happily. Staff provide a very happy, homely and relaxed environment, enabling children to feel safe, secure and happy. Children's behaviour is managed well. Staff encourage a positive and fair environment and recognise children's achievements. Children respond well to the praise and positive attention they are given.

Partnership with parents is very good. Staff ensure parents are kept fully informed of all relevant information, such as staff news, forthcoming activities and curriculum topics. Good provision is in place for parents to regularly discuss children's progress with staff. Parents are also given ideas of how to extend children's learning at home and extend the activities children undertake at pre-school.

What has improved since the last inspection?

not applicable

What is being done well?

- Staff provide a wide range of play and learning opportunities, incorporating all areas of the Foundation Stage curriculum. Children enjoy a well-balanced daily routine and have access to a good selection of free play and structured activities.
- Staff interact very well with children and form strong relationships with them. Children are very happy and approach staff confidently.
- Staff provide a very relaxed, happy and caring environment. Staff are aware of children's differing needs and provide for them accordingly.
- The premises are very well-maintained and offer a highly stimulating, child-orientated environment. Children are able to access areas easily and a good selection of resources offer a wide range of play and learning experiences.
- Children behave very well. They respond positively to the calm and purposeful environment created by staff and show care and respect for one another.

An aspect of outstanding practice:

The fun, creative and practical teaching methods adopted by staff, encourage children to enjoy learning and show an interest in their surroundings. Children have opportunities to enjoy a wide range of play activities, due to the careful planning of the curriculum and daily routine. Good opportunities are available to children to undertake additional activities, such as learning French.

What needs to be improved?

- the information included in the complaints policy.

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
12	Amend the current complaints policy to include full contact details for Ofsted.

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 Joseph's Pre-School is acceptable and of high quality. Children are making very good progress towards the early learning goals. Children's progress in all six areas of learning is very good.

The quality of teaching is very good. Staff use fun, practical and imaginative teaching methods to introduce children to learning and develop their interest and motivation to acquire new skills. Staff are skilled at extending children's language and communication skills and children are developing a keen interest in learning to speak French. Staff manage children's behaviour extremely well. Staff form very positive relationships with children. Good use of conversation and daily discussions enable children to gain confidence in speaking to adults develop listening skills. All activities are presented in a creative and well-prepared format and are carefully planned to extend children's learning across all areas of the curriculum. Staff observe and record children's progress and an effective assessment system helps staff plan the next steps in children's learning and inform planning. Staff work extremely well together as a team. They are experienced early years practitioners and are committed to providing children with a high quality level of care.

The leadership and management are very good. Staff demonstrate a commitment to on-going improvement and this is reflected in their commitment to undertaking the West Sussex Quality Kitemark scheme. The staff team is well-established and all staff support one another well. Staff training is seen as a priority and all staff are encouraged to update their knowledge and skills.

The partnership with parents and carers is very good. Parents are greeted warmly and talk with staff about their children on a daily basis. Parents receive information about the pre-school curriculum and good provision is in place for parents to extend their children's learning at home.

What is being done well?

- Children are confident and sociable and show an interest in their surroundings. They show curiosity and a willingness to learn and acquire new skills.
- Children's communication skills are developing well. They have good language skills and engage in conversation with both adults and other children. They enjoy looking at books and are developing good writing skills.
- Children's mathematical skills are good. They show an understanding of concepts such as number, shape, size and pattern and implement these in daily activities.
- Children's behaviour is very good. They show courtesy and respect for one another and are developing an understanding of other people's needs.

- Children's creative skills are developed through a wide range of practical and fun activities. Children experience art, music and role play on a daily basis.
- Staff form very good relationships with children and are skilled at developing children's interest in learning.

What needs to be improved?

- the organisation of snack time to extend children's understanding of number and calculation.

What has improved since the last inspection?

Staff have made very good progress in meeting the two key issues raised at the last Ofsted inspection. Since this inspection, the pre-school has moved its location and a new Deputy Supervisor has been appointed. The Foundation Stage Curriculum has also been adapted and early learning goals now replace desirable learning outcomes.

1) Develop the assessment documents to include all the desirable learning outcomes in the areas of Knowledge and Understanding of the World and Physical development. Use them to record children's progress towards the learning outcomes in these areas.

Staff have addressed this issue by adopting the West Sussex Developmental Record of Achievement for the Foundation Stage of Learning assessment format. To assist staff in recording children's progress, all staff have attended further training on planning and assessment of the Foundation Stage Curriculum. Children's progress is now carefully planned for in all six areas of learning.

2) Find ways to monitor the planning and assessment to ensure that what is provided in the long term promotes children's progress in learning in all aspects of the six learning areas.

To address this, staff have devised a two-year long term curriculum plan, which has been designed around the six areas of learning and planned around the clusters of learning in each area. Staff now have a very clear format of long-term planning, enabling them to ensure they can meet all children's individual needs and plan for their progress and development across all six areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self esteem is developed by staff who are sensitive to children's needs and who know them well. Children are encouraged to be independent and concentrate on tasks. They select activities from the available resources and are learning to take care of their personal needs. Children have a clear understanding of acceptable boundaries and are developing an understanding of right and wrong. They learn to share and take turns and show consideration for others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are keen to communicate with staff and they convey their needs effectively. They listen attentively to stories and show a clear love of books. Children recognise their names and most children are beginning to write them. Good organisation of pre-school activities and role play areas encourage children to use writing for different purposes. Children recognise the purpose of text and understand that words have meaning. Children are developing a clear understanding of letters and sounds.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently to 20 and beyond. Their understanding of number, size, shape and sorting is reinforced in everyday activities, such as the role play café and during sand and water play. Children are developing an awareness of the concept of calculation, and this is practised with a very good selection of resources, although there are missed opportunities to extend this at snack time. Children are developing good skills in using appropriate mathematical language to make comparisons.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to explore and investigate. They undertake science and cookery activities and observe change. There is good provision for children to use ICT resources and discover how things work. The current topic of Food is developing children's understanding of countries from around the world and differing customs. Children are particularly skilled in communicating in French and are developing an interest and awareness of the community and world in which they live.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children's physical skills are developing well. They have opportunities to climb, balance and move freely using a variety of equipment and apparatus. Children use tools such as pencils, scissors, cookery utensils and paintbrushes competently and they show good co-ordination and dexterity. Children are developing an interest in health and bodily awareness and are given regular opportunities to exercise and talk about safety.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children develop their creative skills through a planned programme of art and craft activities and a well-resourced role play area. Regular musical sessions and the use of a variety of musical instruments and games, enable children to express themselves freely in a range of ways and develop their understanding of rhythm and sound. Children enjoy sensory activities, such as cookery, sand and water and food tasting activities, and they are introduced to a wide range of media and texture.	

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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- consider reviewing the organisation of snack time, to enable children to practise their skills in number and calculation.

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.