



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 115376

DfES Number: 521600

INSPECTION DETAILS

Inspection Date	09/02/2005
Inspector Name	Brenda Claire Wint-Omereye

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Paul's Playgroup
Setting Address	Church Hall Mill Road, Northumberland Heath Erith Kent DA8 1HN

REGISTERED PROVIDER DETAILS

Name	The Committee of The Committee of St Paul's Playgroup
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ORGANISATION DETAILS

Name	The Committee of St Paul's Playgroup
Address	Church Hall Mill Road Nothumberland Heath Erith, Kent DA8 1HN

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 operates in St Paul's Church hall and is a committee run group supported by Church members. The pre-school shares its accommodation with other organisations. There is a small secure outdoor play area.

The pre-school is well established in the local community it serves. Children live locally and are representative of the social and cultural mix of the community.

The pre-school is open every week day morning from 9.15am to 12 noon and four afternoons from 12.30pm to 3.00pm. Term time only.

The pre-school is registered to receive 30 children aged three to five years morning sessions and 26 children aged two years nine months to five years of whom only eight may be under three years, afternoon sessions.

There are currently 62 children on role, 50 of whom are funded. The setting supports children with special needs and English as an additional language.

Eight members of staff work with the children and all are either qualified in childcare or are currently undergoing training.

St Paul's pre-school is included in Bexley's Early Years Development and Childcare Plan. The staff team provide a curriculum based on the foundation stage. Activities are planned and organised to reflect the six early learning goal areas.

How good is the Day Care?

St Paul's preschool provides satisfactory care for children.

The premises are clean and well maintained. There are well-written policies and procedures. Children receive a warm welcome into the setting. There is good deployment of staff and many hold recognise childcare qualifications. There is good use of space, although the rental policy means there is an absence of children's displayed work that makes the setting appear less child friendly. A vast range of toys

and equipment compensates for the setting's clinical atmosphere. A good range of equipment is provided both for indoor and outdoor play all children have access to the outdoor play including a range of toys that promote equality of opportunities.

There are good hygiene routines in place and staff encourage children's awareness of health and hygiene issues. There are safety issues that must be addressed along with issues of confidentiality in some areas of record-keeping. The setting provides children with snacks and drinks that are readily accessible and taken informally, children are encouraged to serve themselves. The programme of activities for children is good and curriculum plans support children's learning through the aspects of the early learning goals. Children play well together and are happy and relaxed. The programme for children with special needs is good. All staff are aware of children's needs and promote inclusivity and equality of opportunity for all children.

Partnership with parents is good. An informative notice board is displayed for parents. Staff have friendly informal relationships with parents. There is a parent involvement policy that explains key worker roles and responsibilities.

What has improved since the last inspection?

N/A

What is being done well?

- Effective curriculum planning ensures that children benefit from engaging in a wide range of activities, with an appropriate balance of adult lead and free play activities.
- A vast range of good quality equipment is available that is in good condition and sufficient to ensure that children access the six learning areas. Staff make very good use of the available space to ensure children enjoy a variety of experiences and gain a range of skills.
- The provision for special educational needs promotes inclusivity. There is a designated special needs co-ordinator who keeps good records and ensures that all staff work together using the picture exchange communication system for all children. A well-written special-needs policy states that no child will be refused unless all avenues have been addressed.
- The management of behaviour is consistent. Staff have high expectations and use the appropriate strategies for insuring children respect themselves and equipment. Staff readily give praise and show recognition for children's efforts.
- Partnership with parents is positive. Parents and children are welcomed at the beginning and end of each session and parents have a free access to their child's key worker. Parents receive regular informative correspondence via the notice board and well-written policies and procedures handbook.

What needs to be improved?

- the location of free standing fire fighting equipment
- regular risk assessments
- the accident and medication records do not enable confidentiality of information.

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.)

There are no complaints to report.

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 must take the following actions by the date shown

Std	Action	Date
6	Meet any recommendations made by the Fire Safety Officer (in this case a fire procedures statement displayed prominently)	24/02/2005
6	Conduct a risk assessment on the premises identifying action(s) to be taken to minimize identified risks (or specify part of premises)	24/02/2005
6	Make sure that fire extinguishers are properly mounted and inaccessible to the children.	24/02/2005

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

Std	Recommendation
14	Ensure that all records (in this case accident and medication) relating to day care are kept confidential for each child.

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 nursery education which is of generally good quality. Children make generally good progress towards the early learning goals.

The quality of teaching is generally good. Planning clearly shows learning intentions linked to aspects of the early learning goals. The programme of activities is generally good. However, the programme for creative development does not include sufficient free choice creative activities role-play and imaginative opportunities are not clearly defined. Staff encourage children to be independent. Staff members regularly praise children for helping to tidy up and share toys. Staff set high expectations of children's behaviour and consistently apply behaviour strategies that are working well. The staff closely supervise and support children during activities such as computer work, painting, story time and outdoor play. Curriculum plans are displayed and include activities that relate to the six learning areas. Children with special needs benefit from an inclusive curriculum.

The Leadership and Management of the pre-school is generally good. The committee is church initiated and is affiliated to the Pre-School Learning Alliance. Records of children's development are forwarded to primary schools ensuring it is a valued part of the whole school community. The pre-school manager meets regularly with the committee who then provide reports to the pre-school leader. The pre-school leader is responsible for planning the curriculum and meets informally with manager of the setting on a termly basis. The staff team work together well. There are plans in place to support the pre-school staff training needs. The setting keeps positive links with local schools that greatly benefit the children.

The partnership with parents is good. A range of information is available to parents including a well-written prospectus. Information about children's activities/development is available via regular newsletters and a notice board.

What is being done well?

- Children confidently identify and count numbers up to 20. Children use their fingers to show their recognition of numbers to objects and sing action rhymes that indicate more than/less than. Children frequently use words to describe position, shapes and sizes in everyday language.
- Children explore and investigate living things such as many beasts. They observe objects closely and discuss differences and similarities.
- Children confidently use a computer, with the mouse pad and keyboard. Educational software supports their learning.
- Children gain a strong awareness of other cultures through Chinese New Year celebrations.

What needs to be improved?

- There are few opportunities for children to express themselves imaginatively.
- There are few opportunities for children to select materials for creative expression other than during adult led activities.

What has improved since the last inspection?

The setting has introduced a system for recording children's progress, that ensures that children are systematically assessed against all the early learning goals.

The Special Educational Needs Policy now relates more closely to the current Department for Education and Employment's Code of Practice on the Identification and Assessment of Special Educational Needs. There is a special needs register and a designated SENCO with specific responsibility of planning and inclusivity of activities for children with special needs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Most children express their needs and ideas confidently. They relate well to other children and adults. They are generally well motivated although some new admissions are reluctant to try new activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well, they are confident speakers and engage easily in conversations with each other and adults. The children know that print carries meaning and enjoy books for pleasure although there could be more emphasis on linking letters to sounds. Children show confidence in writing and practice writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn to count, recognise numbers and shapes and recreate patterns in music and craft work. They also learn about size and use positional language. There is good use of everyday routines to help children develop their mathematical skills. There is evaluative account taken of what children learn and activities planned around their learning needs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have access to a range of opportunities to explore and learn about people, places and technology. The children use technical equipment confidently. They design things using various materials such as construction toys for building.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and show competent balance, spatial awareness and co-ordination that is promoted through access to a diverse range of activities and equipment. They show confidence, increasing control and skilful use of hand tools, objects and construction equipment.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children show imaginative expression through adult-led activities such as art and craft, singing and music. However role-play areas are fairly undefined. There are few opportunities for children to express themselves imaginatively or to select materials for creative expression other than during adult led activities.

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

- Ensure that imaginative resources and role-play areas are defined. Create more opportunities for children to express themselves imaginatively using props.
- Create more opportunities for children to freely select materials for creative expression.

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.