



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 309564

DfES Number: 516782

INSPECTION DETAILS

Inspection Date	27/06/2003
Inspector Name	Margaret Baines

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	St Peters Kindergarten
Setting Address	Norfolk Road Lytham St. Annes Lancashire FY8 4JG

REGISTERED PROVIDER DETAILS

Name	Mrs Elizabeth Kelly
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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 Kindergarten is offered and is registered by OFSTED, independently from within St Peter's RC Primary School in Lytham. Registration has been granted for Mrs Elizabeth Kelly, who is the head teacher of St Peter's school, to offer up to 20 pre-school places for children aged two years to five years. Children are usually nearly three years old when a place is offered.

Mrs Kelly employs three staff, two of whom are qualified in childcare. The group operates on Monday and Friday mornings between 9 am and 12 pm and additionally on Tuesday, Wednesday and Thursday all day between 9 am and 3 pm during term times only. When children attend all day there is an option of a packed lunch supplied by parents or a hot cooked school dinner.

The facility is registered also with OFSTD to offer Nursery Education place to eligible three and four year old children.

The children attending the Kindergarten are accommodated in a classroom area which was previously used by reception children and is well suited to the needs of the pre-school. Toilet facilities are for the kindergarten children and are close to the group room. Access to the Kindergarten is provided directly from the playground and allows children to come directly into the group area on arrival and to leave this way on departure. This door is secured during sessions.

The pre-school children have access to the playground and playing field areas of the school and usually play out at some point during a session.

Children usually attend who will be joining the reception class in the autumn term.

How good is the Day Care?

St Peter's Kindergarten provides good care for children. The staff work well together as a team led by the nursery manager who holds a level 111 qualification in child care. Staff are clear about their roles and responsibilities. They each take

responsibility for the care and curriculum and are involved in the planning of a very good range of activities to meet the needs of all children. They ensure that children's individual needs are met in accordance with parent's wishes. They have high expectations of behaviour, which is managed effectively, and strive to develop the children's confidence and independence. Staff give priority to safety both in and out of the building, however they must ensure that children are protected in the sun. Risk assessments are carried out annually with regular safety checks implemented by staff. The safety policies are up to date and staff have access to all policies and procedures. Parents are well informed about the setting, they have access to detailed information. Parents may access their children's records and have formal and informal opportunities to discuss all aspects of their child in the nursery. Written reports are provided termly and formal parents evenings ensure that parents are fully informed.

What has improved since the last inspection?

Since the transitional inspection all actions have been put into place. The nursery assistant is working towards a level 111, a sick child policy has been devised, an incident record has been provided and all entries in the accident book are confidential.

What is being done well?

- Staff have a good understanding of the individual needs of the children and how to meet these needs (Standard 3).
- Staff promote all areas of learning within a play environment adapting and extending opportunities to meet children's individual needs. (Standard 3)
- Children are interested and highly motivated to learn, they have easy access to a wide range of resources which meet their developmental needs in all areas of learning (Standard 5) Staff are clear about health and safety for the children and ensure that children are safe whilst in their care by adhering to the policies and procedures. (Standard 6) Staff ensure that children have access to range of multi cultural resources and have opportunities to share different cultures through a range of planned activities (Standard 9) Staff have good relationships with parents who have high expectations of the kindergarten. The provider and her team ensure that parental expectations are consistent with their dedication to individual's children's development. Parents are kept informed about their child's development and have detailed information made available to them. They are invited to extend their child's learning in the home through the weekly diary system. (Standard 12)

An aspect of outstanding practice:

Staff use a puppet 'Gloria' for many aspects of day care. She helps children to understand right from wrong, she helps children with their mathematical thinking, with language communication and literacy and with developing their imagination. Children gain confidence speaking in a group by responding to the puppet. Gloria also helps children to settle into the environment and promotes new friendships.

What needs to be improved?

- the availability of sun hats when children are exposed to the hot sun (Standard 7)

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
2	provide a formal induction procedure (Standard 2)
7	ensure that children wear sun hats when exposed to hot sun (Standard 7)

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

How effective is the nursery education?

St Peter's Kindergarten offers very good nursery education where the children enjoy learning through an extensive range of interesting activities. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality for the teaching is very good. Staff have a sound knowledge of the early learning goals and children's progression through the stepping stones. Staff are aware of their roles and responsibilities within all areas of learning. Very good organization of time and resources enables both three and four year olds to make very good progress. Staff use a range of effective teaching methods to promote learning. They ensure that all children are treated as individuals which enables their needs to be identified and reflected in the planning. Children with special needs are well supported within the setting. Behaviour is managed effectively, staff are very good role models and use much praise and encouragement throughout the setting.

The leadership and management of the setting is very good. The manager and her two staff work closely together to ensure there is a consistency in their approach to the delivery of the education and the care of the children. Regular team meetings ensures that curriculum planning is in line with the needs of the children and the delivery of the early learning goals. Staff provide a balanced programme of activities. Training needs are identified and acted upon. The setting fosters a commitment to working with parents and values their contribution as educators.

What is being done well?

- Children frequently achieve very good standards in all areas of learning by the time they leave the kindergarten.
- Strong leadership provides a shared ethos of good early years principles. The management structure ensures continual improvement through a commitment to staff development.
- The care and education of the children is a high priority for all staff, children feel happy and secure and know that they are valued and respected.
- Ongoing, structured monitoring through close observation of children by all staff informs their planning and leads to the very good standards achieved
- Partnership with parents is a high priority and parental contributions children's learning and assessment is encouraged.

What needs to be improved?

- the use of the outdoor play facilities to further enhance learning opportunities.

What has improved since the last inspection?
Parents are fully informed of and encouraged to contribute to their children's ongoing records of attainment and progress as they move through the kindergarten by introducing a weekly diary which goes home and parents are encouraged to write comments which informs future planning. Planning now identifies how children will be grouped and how staff are to be depolyed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in personal, social and emotional development. Children are excited and motivated to learn. They enjoy a range of well-planned activities and daily routines. Children's ability to make good relationships with others is excellent. They play cooperatively and discuss aspects of this seriously when difficulties arise. Children concentrate and persevere in all activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children make very good progress in communication, language and literacy. They speak, listen and represent their ideas through a wide range of activities. Children speak clearly and fluently as a consequence of consistent staff interaction. Opportunities are readily available for mark making. Most children are able to write their names and some are beginning to construct simple sentences. Children are developing their reading skills and have access to a good range of reading material.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in mathematical development. Children experience carefully structured opportunities that promote sound mathematical development. Number recognition is promoted in a fun and interesting way through a range of planned activities. Children's grasp of shape and space is well developed, they compare shape as in the icing the biscuits activity. Children are encouraged to count, and recognise numbers through planned activities and spontaneous situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children's progress in knowledge and understanding of the world is very good. Children experience many excellent and well planned activities which stimulate their natural curiosity and lively interest in their own environment and the wider world, and which encourages them to explore, investigate and discover. Children are developing ICT competences and have access to a number of programmable toys. Many opportunities are available for them to learn about their own culture and those of others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in physical development. Children move confidently and with control as they climb up and over and through large equipment and as they move around the setting. Children's manipulative and fine motor skills are developing well through the availability of an interesting range of tools, materials and construction toys. Children are beginning to show an awareness of how to keep healthy through topics and activities.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children make very good progress in creative development. They are learning to express their ideas creatively using a wide range of interesting materials. Children have opportunities to draw paint and chalk. They enjoy the role play throughout the sessions in a wide range of imaginative situations. They sing tunefully short songs from memory and enjoy musical instruments. Children participate in a shared music lesson with the children in the reception class on a weekly basis.

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:

- consider how outdoor play can be developed to promote further learning opportunities

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.