



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 137361

DfES Number: 521171

INSPECTION DETAILS

Inspection Date	12/10/2004
Inspector Name	Cheryl Walker

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Pauls Pre-School
Setting Address	St Pauls Church Hall Hamlet Road Upper Norwood London SE19 2AW

REGISTERED PROVIDER DETAILS

Name	The Committee of The Committee of St Paul's Pre-School
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ORGANISATION DETAILS

Name	The Committee of St Paul's Pre-School
Address	St Pauls Church Hall Hamlet Road Upper Norwood London SE19 2AW

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 (also known as Sunbeams) operate from a church hall in the residential area of Anerley. The group have been registered since 1993. The premises comprise one playroom, toilets, kitchen and there is a secure outdoor area.

The pre-school is open on Monday and Tuesday from 09:45 -12:15 and Wednesday, Thursday, Friday from 09:00-12:00, term time only.

Children attend from the surrounding community and are cared for by a team of 4 staff.

The group accept funding for 3 and 4 year olds. No 4 year olds currently attend.

The group caters for children with special needs and those who speak English as a second language. The group receives support from Bromley Early Years Development and Childcare Partnership.

How good is the Day Care?

St. Paul's Pre-School provide good quality care for children. The staff team work well together to provide a warm and welcoming, child centred environment in which children are encouraged to develop to their full potential. Policies and procedures are in place to underpin the running of the pre-school, however, some need to be reviewed to ensure they are relevant to this group.

Close attention is paid to health and safety. Staff are vigilant in maintaining children's safety at all times. There are good systems in place to encourage children's health and hygiene.

An excellent range of activities are provided across all areas of learning to encourage children's development. Staff interact positively with children to further extend their learning. There is a strong emphasis on equal opportunities throughout the setting. Children develop self-esteem and confidence through positive interactions with staff and opportunities to express themselves. Children with special

needs are well supported to ensure they are able to take part in all activities. Staff have developed a consistent and positive approach to behaviour management.

Partnership with parents is encouraged in the group. There is good communication between staff and parents. Positive comments were received via parent questionnaires.

What has improved since the last inspection?

At the last inspection, the group were asked to make changes to the organisation and running of the group. The group have undergone some changes in staffing and all previous actions have been met.

What is being done well?

- The staff have developed good working relationships and are aware of their individual responsibilities within the group.
- Children are happy and settled and have sound relationships with staff and with each other.
- Equal opportunities is actively promoted. Children are encouraged to feel good about themselves and have opportunities to gain an insight into different cultures.
- Staff have a secure knowledge and understanding of the individual needs of the children in their care.
- Children are listened to and their opinions considered. Children have been included in developing the group's rules.

What needs to be improved?

- the written policies and procedures.

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	
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Std	Recommendation
14	Revise the policies and procedures to ensure they are relevant to the setting.

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 very good quality. There are currently no four year olds in receipt of funding attending the setting. Children are making very good progress towards the early learning goals in all six areas of the Foundations Stage curriculum. The enthusiastic staff team provide a wide range of interesting activities to support their learning.

The quality of teaching is very good. Staff display a good knowledge of the ways in which children learn. They have created a rich environment, which offers children appropriate challenges to promote their learning. There is excellent provision for imaginative play. Staff are particularly skilled at supporting children's language development. The educational programme is planned during weekly staff meetings, this ensures that all staff are aware of the intended learning outcomes for activities. However, written plans are not sufficient to support this. The system for assessing children's progress enables staff to effectively identify areas for further learning, a format for play plans has been devised but these are not yet used. Children's achievements are praised and valued. Good behaviour, caring, sharing and good manners are encouraged. The provision for children with special needs is excellent.

Leadership and management of the pre-school are very good. The manager provides clear direction for staff and acts as an excellent role model. Good support is provided for unqualified staff who are made aware of the intended outcomes for children's learning. The staff team is relatively new, however the management has effectively identified areas for improvement within the educational provision and plans are in place to make improvements.

The partnership with parents is very good. Staff work hard to ensure that all parents have access to information about the pre-school and children's learning. Parents are actively involved in pre-school topics.

What is being done well?

- Staff are skilful in supporting children's language development, especially where children speak English as an additional language or have special needs.
- The variety of role-play, dressing up and small world equipment promotes rich imaginative play. Staff join in with children's play to support their learning.
- The challenges offered to children through their interactions with staff and the variety of activities on offer ensures children are making very good progress towards the early learning goals.
- The leadership and management of the pre-school ensure that staff are well supported and any weaknesses in the educational provision are identified and addressed.

- Staff have created a rich, child friendly learning environment with attractive displays, a variety of good quality equipment and interesting practical activities.

What needs to be improved?

- Written plans identifying specific learning intentions for activities, which are drawn from children's play plans and ensure full coverage of the early learning goals.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection.

At the last inspection the pre-school was asked to: Increase staff knowledge of how to use everyday activities and routines to help the four-year-olds in their understanding of numbers through practical problem solving. Develop the use of the outside space where more challenging physical activities can be devised for the four-year-old children. Develop all the children's independence, for example by having coat hooks at child height and allowing the children to help pour drinks at snack time.

There are currently no funded four year olds attending the pre-school, but provision for the mathematical and physical development of the younger children is very good. Staff make very good use of practical activities to promote all areas of learning and the outdoor area is regularly used in good weather. Staff are active in encouraging children to develop their independence skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are able to operate independently within the pre-school environment and readily offer to help with tasks such as tidying up. They display high levels of motivation and persistence. They are well behaved, have good manners and are caring towards each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are able to use a growing vocabulary to describe their thoughts and feelings. They clearly express their views and feelings and when interacting in small or large groups, they take turns in conversation and listen to others. Children are able to use books independently, they handle them well and show an awareness of print. Children are starting to recognise their own names, staff take every available opportunity to help them recognise letters and their sounds.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children display a good awareness of number during free play and adult led activity. They are able to count past five and some are able to count beyond ten. When comparing groups of objects children are able to identify which group is larger. They use appropriate mathematical language such as taller and smaller.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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The variety of practical activities enables children to explore their environment, they display an active interest in why things happen and how things work. Children learn about other cultures through a wide variety of activities such as making Diwali sweets and divas. Records indicate that children are developing good design and making skills through the use of construction materials.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently around the room and are able to safely carry items such as boxes of equipment. During movement sessions children display good co-ordination and an awareness of space and speed. Children are developing good hand eye co-ordination through the use of pens, pencils, dough tools and small world equipment.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are enthusiastic in their imaginative play, they are able to play co-operatively and act out familiar scenarios. Children display their enjoyment of music by moving spontaneously to the music playing during the session. Children enjoy drawing and discuss their creations with staff.	
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:

- The following is a point for consideration:
- Devise a format for written plans to support the verbal planning carried out at staff meetings which ensures full coverage of all aspects of the early learning goals. Ensure these plans contain clear learning intentions based on the stepping-stones and children's play plans.

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.