



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 301698

DfES Number: 562993

INSPECTION DETAILS

Inspection Date	18/01/2005
Inspector Name	Christine Fraser Turner

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Andrew's Pre-School
Setting Address	134 Brookway Blackburn Lancashire BB2 4RE

REGISTERED PROVIDER DETAILS

Name	St Andrews Playgroup (Blackburn) 1042807
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ORGANISATION DETAILS

Name	St Andrews Playgroup (Blackburn)
Address	89 Heys Lane Blackburn Lancashire BB2 4NG

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 Andrew's Pre-School is located in the Livesey area of Blackburn. It opened in 2001 and operates from a house belonging to Sure Start. A maximum of 20 children may attend the pre-school at any one time.

The pre-school is open each weekday from 09:00 to 11:30 term-time only. Children have access to a secure outdoor play area.

There are currently 17 children from 2 to under 5 years on roll. Of these, 13 children receive funding for nursery education. Children come from the local area.

The pre-school employs three staff. All staff including the manager holds appropriate early years qualifications.

The pre-school received support from a teacher from a local school but this is not currently in operation due to local re-organisation.

How good is the Day Care?

St Andrew's Pre-School provides satisfactory day care for children.

Effective procedures are in place to ensure that all staff are suitable to work with children. Staff are encouraged to develop through training. An operational plan is in place to support the running of the pre-school. The environment is bright and welcoming to parents and children. Access to toys in some areas is limited. There is a wide variety of equipment that is checked regularly for safety. Documents are in place to support the care of children, but some need improvements.

Safety is given a high priority. Children are encouraged to follow good hygiene routines. Staff respect parents dietary requests for their child and children have good access to drinks. Staff use information provided by parents to offer individual care for children. Staff have a positive attitude towards special needs. They have a satisfactory awareness about child protection but the policies contains insufficient detail to meet current guidelines.

Children play well together and are encouraged to choose their own activities for most of the time. Adults are interested in what children say and join in with activities. They comfort children when they are upset. Staff observe and record what children do. They manage children's behaviour well.

Parents spoken to at the time of inspection were happy with the care provided for their child. Staff share children's achievements verbally with parents.

What has improved since the last inspection?

At the last inspection, the provider agreed to improve safety, hygiene, increase staffs knowledge of the operational plan, and ensure staff are suitable to work with young children.

Action has been taken to improve safety in the outdoor area, which is now fully secured. Regular fire drills are undertaken and recorded. The system for the arrival and departure of children has been improved and parents sign children in and out at each session. Security of the storage cupboards and electricity meter has been improved by providing locks to the door so children cannot access these areas. Hygiene within the group has been improved by the provision of separate cleaning materials for the kitchen and bathroom. Food hygiene knowledge has been improved by staff attending a Food Hygiene course and seeking and implementing advice from an Environmental Health Officer. Staff working within the group have undertaken the relevant checks and are familiar with the settings operational plan.

What is being done well?

- Staff implement the behaviour management policy consistently and give age appropriate explanations to children.
- Children have good access to drinks and were observed having additional drinks during the session.
- Staffs good understanding of health and safety ensure children are provided with a safe environment.
- Staff have a good understanding of child health and take appropriate action if a child becomes ill whilst in their care.

What needs to be improved?

- the child protection policy
- the organisation of snack time
- the consent for medical attention or treatment
- children's access to equipment
- the induction programme.

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 on.

Outcome of the inspection

Satisfactory

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
13	Ensure that the child protection procedure for the pre-school complies with local Area Child Protection Committee (ACPC) procedures	31/03/2005

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

Std	Recommendation
2	Improve the routine for snack time.
3	Improve children's access to equipment in the upstairs play rooms.
14	Request written permission from parents for seeking emergency medical advice or treatment.
14	Ensure medication records have provision for parents to countersign.

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

How effective is the nursery education?

St Andrew's Pre-School provides good-quality nursery education overall which enables children to make generally good progress towards the early learning goals in all areas of learning.

Teaching is generally good. Staff have a generally good understanding of the early learning goals. They provide a good range of resources that cover all areas of learning. Staff observe children but do not consistently use the observations to inform the planning. All staff are involved in planning and ensure children receive a wide variety of activities, but the access to resources is sometimes restricted.

Leadership and management are generally good. Staff are clear on their role in the daily running of the group. They work well as a team. Staff meet monthly to discuss planning. Annual appraisals are in place and are used to identify training needs for staff. They are committed to ongoing development through training and implement new ideas from training into the group. There is not yet a formal mechanism in place to check that all areas of learning are covered over a period of time.

The partnership with parents and carers is generally good. Parents receive a clear pledge on what staff will do to keep them well informed. They are invited to view their child's file and have discussion with staff. Parents are encouraged to be involved in their child's learning via the news letter. Staff have recently introduced a library scheme which encourages parents and children to enjoy books together. Not all parents are aware of the foundation stage curriculum as there is only one leaflet available for parents which is attached to the notice board. Staff and parents have daily informal discussion as children arrive and leave the pre-school.

What is being done well?

- Staff are clear on their role and work well as a team which ensures the educational programme for children is delivered in accordance with plans.
- Children behave well supported by staff who manage children's behaviour in a consistent manner.
- Staff are committed to ongoing development through training and implement new ideas to improve the educational provision e.g. teddy used at circle time.

What needs to be improved?

- the use of assessments and observations to inform planning
- the monitoring of the educational programme
- the resources for children in small world play

- the access to free painting and collage.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children separate from their main carer with confidence. They concentrate well over a period of time, for example when playing with the farm. They are able to select their own activities. Children are beginning to learn right from wrong and are rewarded for wanted behaviour. Children are able to manage their own personal needs, but staff do not sufficiently encourage independence at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are beginning to develop hand:eye co-ordination to help with handwriting skills. They are learning to use books independently. Children use writing for a purpose during role-play e.g. Opticians. They speak clearly to staff to express their own needs e.g. additional drinks. Children follow instructions well as they begin to tidy away toys. They are not sufficiently encouraged to recognise their own names. Children's access to the mark making area is sometimes limited.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are learning to count as they touch objects and say the number. They show good interest in the interactive number display. Children are beginning to learn about subtraction as they join in with number songs e.g. Five Cheeky Monkeys. They learn about size and patterns as they use compare bears. They are beginning to learn about two dimensional shapes as they create patterns. Insufficient use is made of daily routine for counting and problem solving at snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children learn about how things grow and develop as they plant and care for seeds. They show curiosity as they play with magnets, discovering which objects they can pick up. Children learn to construct as they join pieces together to build towers. They are beginning to show an interest in peoples lives familiar to them as they discuss their families. They learn about other peoples cultures as well as their own. Children have insufficient time to use the computer and become competent in its use.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are learning to throw and catch as they play with balls. They use their bodies well as they create intended movements as they join in with action songs e.g. Simon Says. Children are able to go up and down the stairs confidently. They learn about the importance of staying healthy through discussion on healthy eating and taking care of their teeth following a visit from the dental nurse. Children do not use scissors sufficiently to develop good skills.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are learning to differentiate colours through discussion, colour displays and patterns using beads. They join in enthusiastically with favourite songs. They are learning to explore sounds and how they can be changed as they use tambourines and bells. They use their imagination well in role play as they create a bus as part of a game. Resources for small world play do not always extend children's imagination. Children have limited opportunities for free painting and collage.	
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

- Use the information from assessments and observations to inform planning.
- Introduce an effective system to monitor the educational programme to ensure that all areas of learning are covered. Include a system that shows the progress children are making in individual areas of learning to inform the planning and grouping of children.

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.