



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 135387

DfES Number: 532532

INSPECTION DETAILS

Inspection Date 14/10/2004
Inspector Name Pauline Nazarkardeh

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St George's Pre-School
Setting Address St. Georges Church Hall
 710 Hertford Road
 Enfield
 Middlesex
 EN3 6NR

REGISTERED PROVIDER DETAILS

Name Mrs Lynne Forty

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 Georges Pre School has been registered since 1999. The group is accommodated in the Church Hall adjacent to St George's Church. The Pre School serves the local area.

There are currently 62 children from 2 to 5 years attending. This includes 18 funded three-year-olds and 3 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs, and who speak English as an additional language. The children who attend the group live locally and reflect the social, cultural and economic diversity of the area.

The group opens five days a week during school term times. Sessions are from 09.15 until 11.45. and 12.45 until 15:00.

6 staff work with the children. All the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP) . in January 2004 the group was awarded an accreditation from the Pre School Learning alliance for the standard of care and education offered to the children

How good is the Day Care?

St Georges Pre School provides a good standard of care.

The range and quality of activities offered is good although the full range is not available throughout the session. The staff show a very good knowledge of individual children's interests and stages of development. They provide interesting opportunities for children to develop and learn, as a result children are happy and concentrate at activities. Children's independence and respect for each other is encouraged.

The premises are warm and welcoming and provide space for children to play. The staff have a clear understanding of how to provide a safe environment for children.

There are systems in place to ensure the safe arrival and departure of the children. Staff manage activities effectively and work as a team to provide appropriate levels of supervision and care for the children.

Parents are provided with written information about the group in the form of policies and procedures. Staff spend time exchanging information with parents about their children on a regular basis.

Documentation is well organised with established systems in place to record and hold written records. The information needed from parents to provide care, which meets each child's individual needs, is in place. However there is no child protection procedure in place in the event of an allegation being made against a member of staff.

What has improved since the last inspection?

Since the last inspection a number of issues have been addressed in relation to documentation, this has had a positive impact on the quality of the service provided.

What is being done well?

- Staff are warm and responsive to the children, they follow children's lead, they are interested in what they say and do and this is reflected in the children's confidence.
- The behaviour policy is implemented effectively to encourage children's good behaviour. Staff work in a way which provides consistent practice.
- Staff welcome parents into the group and spend time exchanging information about their children. Displays of children's work and topics provide children and parents with a focus for discussion.

What needs to be improved?

- the child protection procedure, in order to guide staff and parents in the event of an allegation being made against a member of staff
- the organisation of the session to ensure children have access to a range of activities thorough the session.

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
3	Provide a range of activities throughout the whole session.
13	Develop the policy for child protection to identify the process to follow should an allegation be made against a member of staff.

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

How effective is the nursery education?

St Georges Pre School offers a high quality nursery education where children make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff are calm, gently spoken and the children are happy and co operative. Staff's knowledge of the foundation stage enables them to plan a stimulating and appropriate range of activities which support children's overall development. Resources are varied and of a good quality. Children work successfully in groups and individually and are sufficiently challenged. Staff plan the next steps in the children learning and use their knowledge of the stepping stones and early learning goals as a basis for their observation and assessment of the children.

Leadership and management of the setting is very good. There are long and short term curriculum plans in place. All staff work as a team, they meet regularly to plan and discuss children's developments and they undertake training and regularly monitor and evaluate their practice.

The partnership with parents is very good. Parents are well informed of forthcoming events. They have opportunities to meet and talk informally with staff about their children's progress. There are informal systems in place, which allow parents to discuss any issue with staff; this could be extended to allow parents to contribute to the records held relating to their children's development. Play plans and policies and procedures are available, informing parents of the foundation stage curriculum. Parents openly voice their satisfaction with the provision, through questionnaires received.

What is being done well?

- children are effectively challenged in all areas of learning, they are motivated to learn through a wide range of practical activities, which build on their interests
- relationships between staff and the children and parents are good. This helps children to feel secure and give them more confidence
- the systems in place to provide staff with opportunities to meet and plan the curriculum for children's learning and to evaluate activities provided.

What needs to be improved?

- the opportunities for children to learn outdoors.
- the opportunities for parents to contribute to the records held relating to their children's development.

What has improved since the last inspection?

Very good progress has been made since the last inspection. A number of effective measures have been put in place to provide planned opportunities and activities within the weekly and daily programme to develop the children's knowledge and awareness of sounds in rhymes and words.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form very good relationships with adults and peers. They select resources to support activities and play independently. Children have a very good awareness of the behavioural boundaries and expectations within the setting. They are taught to work as part of a group, take turns and share fairly. Children concentrate very well at their chosen activity and sit quietly when appropriate. Children have good personal independence and awareness of their own needs and feelings.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children are confident communicators and through open ended questions staff encourage them to develop their thinking. They enjoy listening to stories and use books independently; good adult support to small groups and on a one to one basis supports their interest in text. Children recognise and find their own name when they arrive and during snack time. Through the use of the writing area children are developing their written skills well, older children can write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident when counting and calculating. Most of the children can count to 10 and some count further. There are many opportunities for children to begin to recognise numerals 1-9. Children can recognise and name a range of 2D shapes. They are able to match and confidently complete puzzles. Staff provide children with well planned practical activities which allow children to explore a wide range of mathematical concepts, such as addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Planned activities help children to explore and investigate. Children have good opportunities to build models from construction sets and to cut and stick a variety of materials in the graphics area. Photographs are used to promote children's skills in recalling previous events. They celebrate a range of festivals which teaches them to understand their own culture and those of others. Children's knowledge of every day technology is appropriately supported.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children can follow instruction and use bikes and cars with confidence. They are able to negotiate space and can move with confidence and agility. Children use the wide range small equipment with confidence and control. They are learning how to care for themselves and are able to wash and dress themselves. Through topic work they are learning to understand the importance of staying healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use their imagination in art, design, music, role play and stories. Staff provide a wide range of creative resources for children to explore colour shape and form in two and three dimensions. They sing songs from memory, and express and communicate their ideas, thoughts and feelings by using a widening range of materials. The children have good opportunities to listen to, and respond to music and they have opportunities to use musical instruments.

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:
- the opportunities for parents to contribute to the records held relating to their children's development
- the opportunities provided for children to learn outdoors.

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.