



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY242243

DfES Number:

INSPECTION DETAILS

Inspection Date 20/11/2003
Inspector Name Sharon Waterfall

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Georges Preschool
Setting Address Church Hall
St John's Avenue
Rugby
Warwickshire
CV22 5HR

REGISTERED PROVIDER DETAILS

Name The Committee of St Georges Preschool 1093492

ORGANISATION DETAILS

Name St Georges Preschool
Address Church Hall
St John's Hall
Rugby
Warwickshire
CV22 5HR

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 George's Pre-School registered in 2002 and is based at St George's church in the Hillmorton area of Rugby. A management committee runs it, which are primarily made up of parents of children attending the facility. The group are based in the church hall and serves the local community. There is a secure outdoor area adjoining the hall.

The group operates sessions five mornings a week, Monday to Friday, between 09:15 and 11:45. Currently there are 23 children on roll in the pre-school, with children attending a variety of sessions. The facility supports children who have special educational needs and those whose first language is not English.

There are five members of staff who work with the children. Most staff have relevant Early Years qualifications, with the other members of staff working towards achieving this. There are a number of three and four year olds who are receiving funding. The facility has good links with the local school's reception class teachers and is supported by the advisory teacher from the Early Years Partnership.

How good is the Day Care?

St George's Pre-School provides satisfactory care overall for children aged 2 to 5 years. Comprehensive policies, which are shared and understood by staff, ensure the facility is well organised and consistently run. The staff team are committed to updated training and improving practice. Although the environment is well organised to support children's learning, with a good amount of free play space provided, it could be made more comfortable in some areas.

Staff ensure that safety is assessed on an ongoing basis within the premises, although a procedure is required for outings. Regular training in this area ensures staff are aware of their responsibilities with regard to health and safety and emergency evacuations. Children learn about personal hygiene through the daily routine and there are procedures in place, which effectively safeguard the children's welfare. There are systems in place to support and include all children within the

activities and sessions planned.

The activities are planned in line with the foundation stage, ensuring that the children are learning from their play. The children are able to independently choose some activities and staff support them to aid their development. The staff's sound knowledge of the children and child development ensures the activities are challenging and help the children to progress in all areas. In the main a good variety of resources are available.

There is a good partnership with parents and carers. Comprehensive information is given to parents regarding the facility and this is kept up to date with newsletters, planning and courses displayed on the parent's notice board. They are informed of their children's progress on a regular basis.

What has improved since the last inspection?

Not applicable, as this is the first inspection.

What is being done well?

- The group show a commitment to continual improvement through on going training and use the appraisal system well to evaluate staff development and responsibilities within the group.
- There are comprehensive policies for safety issues within the premises. High priority is given to children's safety and on going training for staff means they are aware of their responsibilities.
- The children are well behaved, they respond to the clear guidance given by staff and their positive approach.
- The staff plan a varied range of activities for the children, which are appropriate to their stage of development, are stimulating and interesting to the children. The staff's sound knowledge of the children and child development ensures the activities are challenging and help the children to progress.

What needs to be improved?

- the temperature of parts of the facility and decoration to make it more welcoming
- the expansion of resources to include images of people of all abilities
- the procedure for outings.

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

Std	Recommendation
5	Expand resources to include images of people of all abilities.
4	Ensure that the premises are maintained at an adequate and comfortable temperature in all areas and in a suitable state of decoration.
6	Ensure that there are operational procedures for the safe conduct of any outings provided.

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

How effective is the nursery education?

St George's Pre-School offers a range of interesting activities through which children enjoy learning. They enable three and four year olds to make generally good progress towards the early learning goals. Teaching is generally good with staff's knowledge of the foundation stage and supporting stepping -stones providing a varied range of activities being planned for the six areas of learning, although some elements require development within information technology. The children are assessed regularly and these assessments feed into the children's initial development plans and play plans for the pre-school children. The evaluations inform short term planning, which identify children's needs and support children with English as a second language and special educational needs.

The resources are well used within the setting, with the indoor area organised to support children's learning in specific areas and many of the resources are independently accessible. Good links are formed with the local schools and aim to provide a consistent approach to children's ongoing learning. Behaviour management is consistently applied and the children respond well to the many positive strategies.

Leadership and management are very good. The manager forms good liaisons between the staff and committee, who support the group well. All staff have some involvement with the planning and there is a real commitment to staff development through training. Staff development is assessed through the appraisal system which works well for personal and group training needs and responsibilities. The group assess the activities planned through evaluation and discussion with the early years advisory teacher.

Partnership with parents and carers is very good. Parents are representatives on the committee and are involved with their children's learning. There is regular feedback about their children's progress and development through the year.

What is being done well?

- The children enjoy joining in with songs and stories and are able to ask questions and hold discussions with peers and staff in small and large groups. They have many opportunities to practise pre writing skills and mark making throughout practical activities.
- The children are becoming increasingly independent within their own routines. They are developing acceptable social skills such as taking turns, co-operating and trying new activities.
- They are developing their identities within their home communities and discuss the elements that affect their lives. The children investigate changes

to the environment and differences within materials that surround them.

- Parents are able to be involved with children's learning through the weekly letter; they share information with key workers on a regular basis and are given regular updates about children's development and progress. They are also invited to be representatives on the committee aiding links between the group and parents.
- The group show a commitment to continual improvement through on going training and use the appraisal system well to evaluate staff development and responsibilities within the group.

What needs to be improved?

- children's ability to independently access ICT on a regular basis.

What has improved since the last inspection?

Not applicable, as this is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to learn about themselves through listening and talking about home lives and visiting the local environment, though this could be further extended to include the wider community. They are becoming increasingly confident in their personal independence and having choices within the activities helps them to try new activities with excitement. The children actively co-operate and work together to complete tasks and understand the need for taking turns.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are learning words to songs and enjoy the repetitive phrases. They can relate events with increasing confidence through large and small group discussion. They have free access to books, enjoy listening to stories and they are learning to understand the correct way print is read. The children are practising pre writing skills, making marks and writing their own names within many activities. Letter recognition and sounds are developed through the weekly letter and name work.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Most children are able to count reliably up to ten, some beyond and they are beginning to recognise these numerals. They are beginning to use mathematical language and use concepts to match and sort shape, size and colour throughout many of the activities. They are beginning to develop an understanding of calculating with small numbers and see shape within their environment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are able to share experiences about their own families, and are extending their learning about the local environment and investigating changes within it. They are developing their identities within their home communities and discuss the elements that affect their lives. Their experience of technology is limited, as children cannot access it freely. They have an awareness of other customs, cultures and beliefs from celebrations and the many positive resources within the setting.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children show progression in skills such as using hoops and balls. They are confident in using large and small apparatus, their increasing knowledge of spatial awareness aids them when negotiating pathways and assessing space available for certain activities. Children use large equipment for balancing, climbing and are able to respond to directions when moving. The children demonstrate an awareness of good hygiene procedures and many are independent in this area.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are able to use their own imaginations and express themselves within free craft activities. They regularly engage in music activities, with instruments and sing songs enthusiastically. They consistently comment on texture and enjoy retelling stories that are their own experiences. They partake in a wide range of creative activities and mediums.

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

- Improve children's opportunities to independently access ICT and its use within planning the curriculum.

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.