



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 133687

DfES Number: 514287

INSPECTION DETAILS

Inspection Date	23/03/2004
Inspector Name	Elizabeth Juon

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Sacred Heart Pre-School Playgroup
Setting Address	Sacred Heart Roman Catholic School Greys Hill Henley on Thames Oxfordshire RG9 1SL

REGISTERED PROVIDER DETAILS

Name	The Committee of Management Committee of Sacred Heart Pre-School
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ORGANISATION DETAILS

Name	Management Committee of Sacred Heart Pre-School
Address	Sacred Heart Pre-School Playgroup Sacred Heart Roman Catholic School, Greys Hill Henley-on-Thames Oxfordshire RG9 1SL

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

Sacred Heart Pre-School, Henley, opened in 1977. It operates from designated classrooms in Sacred Heart RC Primary School. It serves the local area and beyond.

There are currently 45 children on roll. This includes 27 funded 3 and 4 year olds. Children attend for a variety of sessions. The setting is able to support children with special needs and who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09:00 until 11:45 and 12:45 until 15:00. Children can stay for a full day.

There are 8 members of staff working with the children. Over half the staff have early years qualifications to level 3. The setting receives support from the Early Years Development and Childcare Partnership(EYDCP).

How good is the Day Care?

The Sacred Heart Pre-school, Henley, provides good quality care for children.

The staff are friendly, caring and foster an atmosphere in which the children feel welcome and happy. The staff are ready to receive the children in the morning and they arrange the rooms to be appealing to the children. There is a good range of appropriate resources available to the children. The premises provide adequate space for the children to play. They can use the school hall and playground. Policies, procedures and most of the necessary documentation is in place although some lack the necessary detail.

Staff have a satisfactory understanding of safety issues and most risks have been identified. Hygiene routines are satisfactory, children are encouraged to wash their hands. A healthy snack is provided and children can stay to lunch. Lunch boxes cannot be stored in the fridge. All children are offered the same opportunities to participate in the activities. The staff know the children well and attend to their individual needs, treating all children with equal concern. The supervisor has

received training as the special educational needs co-ordinator and has a good understanding of special needs issues. The staff are aware that children must be protected at all times and a child protection procedures are understood.

Good relationships are evident between the children and adults. Children behave well. The toys and activities offered help the children to develop in all areas of learning. Staff are aware of the need to provide resources which reflect diversity in society, but there are limited resources which provide positive images of disability.

Partnership with parents is good. Staff ensure they have time to speak to parents each day and parents receive regular written information in the form of newsletters, they are also able to serve on the parent management committee.

What has improved since the last inspection?

Not applicable

What is being done well?

- The staff team build good relationships with children. They are caring and attentive to the children's needs. Activities are provided which are suitable to the children's age and stage of development.
- The staff provide organised outdoor play each day for the children which gives them the opportunity for physical activity.
- The partnership with parents is good which is reflected in the positive responses on parental questionnaires and of parents spoken to. Information is exchanged about the care of the child on a daily basis.

What needs to be improved?

- documentation to include, a system for staff to declare they are suitably fit and healthy to work with children; a lost or uncollected child policy; consent for emergency medical treatment; consent for administering medicine; detail of children's background on child detail forms; Ofsted contact details on complaints procedure
- health and safety to include, procedure to ensure door and gate is closed and locked; safe storage of lunch boxes to comply with Environmental Health requirements
- resources, which reflect diversity of society.

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
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice
14	Ensure that all records relating to day care activities are readily accessible on the premises and available for inspection at all times

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

How effective is the nursery education?

The provision for nursery education at the Sacred Heart Pre-school is acceptable and of good quality which helps children make generally good progress towards the Early Learning Goals.

Teaching is generally good. The staff have a satisfactory knowledge of the foundation stage curriculum and a satisfactory understanding of the stepping stones to the Early Learning goals. The planning enables staff to provide a wide range of resources and activities to create a stimulating environment which supports children's learning. The staff have an observation and assessment system to check children's progress towards the Early Learning goals. They have a sound knowledge of the stage of development of each child. Children behave well in response to the adults encouragement and their good role models. There are appropriate systems in place to provide support for children with special needs and children for whom English is an additional language.

Leadership and management of the nursery is generally good. The staff team have relevant qualifications and ongoing training is encouraged. The staff work well as a team to support the children. All staff are involved in planning. The staff evaluate the activities provided on a daily basis. Good delegation of roles allows staff members to have responsibility for specific areas, for example Special Educational Needs.

The partnership with parents and carers is very good. Good verbal communication between parents and staff enable the staff to provide appropriate care and meet the individual needs of the children. Parents are well informed about children's progress, pre-school activities and routines. There are effective systems in place to ensure that information about their child's progress is shared. Parents support outings and may be involved on the management committee.

What is being done well?

- Children are confident, motivated and eager to participate in the activities. They relate well to each other and adults, and are able to share the resources and take turns in the activities offered.
- Children are able to recognise their names and are beginning to understand that print carries meaning.
- Staff work well together as a team and there is a good deployment of staff during sessions. Children benefit from this and receive constant support and encouragement throughout each session.

What needs to be improved?

- opportunities for children to explore culture and beliefs and traditions other than their own
- staff awareness of the adult role in a planned activity to extend the learning of the children and achieve the planned learning outcome.
- the opportunity to use writing for different purposes
- staff questioning to make children think
- opportunities to enable children to do simple sums and count in every day situations, for example snack time

What has improved since the last inspection?

At the last inspection in 1999, 3 key issues were identified

1. develop systems for planning
2. provide more information for parents
3. provide opportunities for climbing and balancing

Very good progress has been made in addressing the issues

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident, motivated, interested and keen to participate in the activities and resources offered. They are able to work independently and in co-operation with others. They are well behaved and have a good understanding of right and wrong and show care and consideration to each other within their play. Children relate well to each other and adults.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children have access to a good range of activities and resources. Staff interaction within the activities ensures that their spoken language and writing skills are developing well. Children are able to recognise their names on their name cards and are beginning to recognise that print carries meaning. They listen to and respond to stories with enjoyment, they are confident and encouraged by staff to put forward their ideas and observations during group activities.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children can count to 10 and beyond. Adults encourage children to count forwards and backwards. Children recognise shapes. Staff use positional language appropriately to encourage children's understanding. Children do not have the opportunity to do simple sums and count in every day situations, for example snack times. Staff miss opportunities to ask questions to make children think and extend learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are confident in the use of the computer and mouse. Children are able to use the hole punch and stapler correctly and safely. Children are able to find out about natural and living things. They have the opportunity to go on outings and discover the environment in which they live. Children have few play and learning opportunities that introduce them to cultures, beliefs and traditions of people in the wider world.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently inside and outside the setting. They use a range of tools and equipment competently. Children have an awareness of their own needs and healthy practices. They negotiate space effectively and show an awareness of others. Children are confident and capable when undertaking routine tasks such as visiting the toilet; putting on their coats.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children enjoy singing songs and rhymes from memory and show enthusiasm. Children are developing an awareness of colour and communicating this through their artwork. They have the opportunity to use a variety of materials of different textures. Children engage in role play and use their imagination. Some activities are adult led.	
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

- develop planning to provide opportunities for children to explore culture and beliefs and traditions other than their own; provide opportunities to enable children to do simple sums and count in every day situations; provide opportunities to use writing for different purposes
- develop teaching techniques to enable staff to question children to make them think; and understand the adult role in a planned activity to extend the learning of the children and achieve the planned learning outcome.

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.