



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 147621

DfES Number: 524517

### INSPECTION DETAILS

Inspection Date	07/03/2005
Inspector Name	Pauline Nazarkardeh

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St. Paul's Playgroup
Setting Address	St. Paul's Hall The Ridgeway, Mill Hill London NW7 1QU

### REGISTERED PROVIDER DETAILS

Name	The Committee of The Committee of St Paul's Playgroup 1018353
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### ORGANISATION DETAILS

Name	The Committee of St Paul's Playgroup
Address	St. Paul's Church Hall The Ridgeway Mill Hill NW7 1QU

## 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 is a voluntary organisation run by a management committee. The pre-school opened in 1975. It operates from a church hall situated in a residential area of Mill Hill in North West London. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 12:00 during term times. Children have access to an enclosed outdoor play area.

There are currently 27 children aged from 2 to under 5 years on roll. Of these 26 children receive funding for nursery education. Children come from the local and wider catchments area. The pre-school does currently support children with special educational needs or who speak English as an additional language.

There are 6 staff working with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP)

### How good is the Day Care?

The quality of the standard of sessional day care provided at St Paul's Pre-School is good.

The children engage in a varied range of activities, which staff support well. The activities, the organisation of play space and the resources used are good. Throughout the day staff involve themselves in children's play to very good effect. The staff show a good knowledge of individual children's interests and stages of development. They provide opportunities for children to develop and learn. Children's behaviour is very good they help each other and co-operate well with staff.

The staff team work well together and provide a warm and welcoming environment for the children. The premise is set out with children in mind and the range of

equipment offered is clean, safe and well maintained.

Staff are vigilant regarding children's safe arrival and departure from the premise. Areas for promoting children's health are good, the children enjoy a variety of fresh fruit at snack time and policies relating to health reflect good practice. Children are positively recognised as individuals and cultural diversity is valued.

Parent's express high level of satisfaction with the standard of care and education offered at the group. Relationships between staff and parent's are friendly and informal. Parents are actively encouraged to help out in the setting whenever they can. Activities plans and curriculum information are displayed for parents.

Documents and record keeping is of a good standard overall, although some updating is needed to the way accident records are held in order to ensure confidentiality. There is also a need to make all policies available to parents.

#### **What has improved since the last inspection?**

A new manager has been put in place since the last inspection and she shows a good understanding of the National Standards and Guidance, this has had a positive impact on the care provided to the children. A working operational plan is now in place giving clear guidance to staff and information to parents. Records, policies and procedures have been updated and staff are aware that this reviewing of policies is an ongoing process.

#### **What is being done well?**

- Relationships and the interaction between the staff and the children is good. Adults create a good sense of fun within the setting, in turn the children are settled and happy to attend the group.
- The staff team work hard on a daily basis to transform an empty hall into a welcoming child centred environment.
- Children's behaviour is very good and staff work consistently to manage any issues which occur.
- Staff are dedicated and committed to developing and extending the practice within the setting.

#### **What needs to be improved?**

- the learning opportunities provided to children at snack time
- the system used to ensure confidentiality when recording accidents
- the practice to ensure that parents are aware of all policies
- the accuracy of the daily register.

**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**

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
2	Ensure that the register is an accurate record of children's hours of attendance.
8	Extend on the learning opportunities provided at snack time.
14	Provide parents with opportunities to access all policies and consider confidentiality when recording accidents.

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

### How effective is the nursery education?

St Paul's Pre-School Playgroup provides good quality nursery education which enables children to make generally good progress towards the early learning goals in their personal, social and emotional development and very good progress in all the other areas.

The quality of teaching is generally good. Excellent strategies are used to retain children's attention and clear explanations are given about the structure of the morning and as a result children respond quickly and are very well behaved.

The room is set out well, with the screens which create specific areas also used as display boards for the many photographs, posters and samples of children's work.

Varied and interesting activities are planned by staff although some do not provide sufficient challenge for the older or more capable children.

Staff work closely with the children helping them develop their independence skills although this is not so evident at snack time.

The leadership and management is generally good. The chair of the committee is also a parent who visits the group several times a week, there are regular staff meetings and an appraisal system has been introduced. The manager monitors the provision, and systems to evaluate the daily programme are being developed. All the staff are committed to developing the quality of the provision through sharing ideas, attending training whenever possible and working with the early years advisors.

The partnership with parents is very good. They are kept informed about their child's progress through daily verbal communication with staff. Displays on the notice boards inform them about the programme and suggest ways in which they can extend at home the activities done in the group.

### What is being done well?

- The varied and stimulating programme which interests and engages the children. Staff introduce the children to new topics and ideas and many activities are linked to the weekly themes.
- The communication between staff and children is very good. Adults have high expectations of the children, they explain about the options that are available and the children respond by listening, participating in discussion and behaving well.
- Parental involvement is encouraged with good information provided about all aspects of the group. Feedback is welcomed and can be made verbally or by using the comment book.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● planning for the older and more capable children</li><li>● snack time to encourage greater independence</li></ul>



<b>What has improved since the last inspection?</b>
Since the last inspection in 2001 there have been changes in the staffing of the group and a new play leader has been employed. The whole staff team have a commitment to continue developing the provision and systems for monitoring and evaluation now include regular staff appraisals. Staff update their knowledge about current childcare practice by attending training and working closely with other agencies.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are friendly, confident and have fun. They form good relationships with each other and the staff and sit still, listen and are engrossed when being told about Red Nose Day. Their behaviour is good, they help each other, setting the timer that governs turns on the computer and respond well to instructions. The presentation of activities encourages independence although this is not so apparent during snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate well, participating in show and tell sessions, sharing news and joining in with favourite stories. There are many examples of text in the room, laminated names are pegged to a string by children, the shoe shop displays information about measuring feet, children use the comfortable book area independently and a poster tells them about a child they will help through Red Nose Day. Children are starting to write their names and staff help by labelling their work.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

In the shoe shop children match the pairs and find out if the shoes are too big to go in the boxes. They calculate how many cups they need at snack time and know that Spot the Dog is smaller than his dad. They name the shapes made with playdough and count the number of pieces they cut it into. When riding the bikes they park them on the correct number, they compare Africa and England on the globe learning that one is huge the other tiny and count the play money in the till.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children ride on the engine while visiting the fire station, make pizzas in a local pizzeria and go on a bug hunt in a nearby garden. They celebrate festivals, eat noodles and spring rolls at Chinese New Year and discuss how other people are helped through Red Nose Day. They watch the ducks and geese on the pond and know that milk comes from cows. They are proficient in their use of the computer and introduce an inspector to the delights of listening to Bob the Builder on the tape recorder.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move freely round the hall. They climb on the A frames balancing on the linking plank. They organise themselves into a circle for a game and manoeuvre the bikes well. They wash their hands before having a fruit snack and talk about eating foods that are good for them. Blocks are used for building and fine motor control is developed using tools to cut and roll the playdough.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children feel the stickiness when they ice biscuits adding liquorice laces and hundreds and thousands, they decorate cows with pieces of fabric and have their faces painted. In the shoe shop one child wears large pink wellingtons while another twirls in her ballet shoes. In the graphics area they draw, cut and glue freely. They use the tape recorder independently to listen to music and enjoy singing and playing circle games.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



### **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 the planning to take into account the needs of the older and more capable children and extend activities to meet these
- review the presentation of snack time and consider ways in which children can have greater independence

*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.*