



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 204000

DfES Number: 520789

INSPECTION DETAILS

Inspection Date	06/10/2004
Inspector Name	Janette Elaina Langford

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Peters Thundersley Preschool
Setting Address	St Peters Church Hall Church Road, Thundersley Benfleet Essex SS7 3HG

REGISTERED PROVIDER DETAILS

Name	The Committee of St Peters Thundersley Preschool Committee
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ORGANISATION DETAILS

Name	St Peters Thundersley Preschool Committee
Address	St Peter's Church Hall Church Road Thundersley Essex SS7 3HG

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 Peters Pre-school opened in 1963. It operates from a large church hall in Thundersley. The Pre-school serves the local area.

There are currently forty six children from two to five years on roll. This includes twenty eight funded three year olds and two funded four year olds. Children attend for a variety of sessions. There are no children currently attending who have special needs or who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45.

Eight part time and one full time member of staff work with the children. Half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

St Peters Pre-school provides satisfactory care for children.

Staff undertake a wide range of training and the routine of the setting is well organised. There are procedures in place for appointing and vetting staff, but they do not always inform Ofsted of changes in staffing and committee members. The setting is working towards providing an operational plan and has most of the relevant policies and procedures in place, however, there is no written procedure relating to lost or uncollected children. The premises are clean and well maintained. They are divided into areas of play, including a separate area for drinks and snacks. Equipment is suitable and offers a range of play experiences. Most records meet the requirements of the National Standards.

Staff are vigilant with safety procedures and a daily risk assessment is carried out. Staff act in a child's best interests if they are ill, however, the current system of

recording accidents needs reviewing. The setting has an equal opportunity policy and there are resources that reflect our similarities and differences, although there are few images provided of people with disabilities.

Staff are caring towards the children, giving them regular praise and encouragement, and organising a wide range of free play activities. Children are aware of routines and boundaries for behaviour, particularly those who have attended for some time. Staff understand that some children may have special needs and have systems in place to support them. Staff are aware of the importance of child protection but the child protection policy does not yet detail procedures to follow if an allegation were to be made against a member of staff.

Staff have built up good working relationships with parents and information is distributed via newsletters and a large information area. The keyworker system is explained and the parents are informed regularly of their child's progress.

What has improved since the last inspection?

At the last inspection the setting was asked to review some of the policies and procedures including child protection, recruitment and vetting of new staff. These have been reviewed but some information is still missing from the child protection policy.

The registration system has been changed to show arrival and departure times, and written permission is now kept for transporting children.

Written parental permission for administering medicines or other treatment to children has been obtained and there are printed sheets to record medication administered.

The setting has devised a risk assessment of the premises and records incidents.

What is being done well?

- A detailed record is kept of training courses attended and those available to staff. Staff can put their names forward for future courses they would like to attend.
- The hall is divided to provide a physical play area which can be used by children throughout the session. Large apparatus and wheeled vehicles are available in rotation to provide a range of physical play opportunities.
- Staff regularly complete observations in notebooks which are available to parents every day. Parents are aware of their child's progress through reading the notebooks and add their own relevant comments to help complete a picture of their child.

What needs to be improved?

- notifying Ofsted of changes in staff and committee members
- procedures for lost or uncollected children
- confidentiality of the accident book
- details included in the child protection procedure.

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
1	Ensure that Ofsted is notified of any changes in staff or committee members.	12/11/2004
2	Devise procedures for lost or uncollected children.	12/11/2004

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

Std	Recommendation
7	Ensure that entries in the accident book are kept confidential.
13	Include details of dealing with allegations made against staff in the child protection procedure.

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 St Peters Pre-school is good. It enables children to make very good progress towards the early learning goals in their communication language and literacy and generally good progress in all other areas of learning.

Teaching is generally good. Staff know how children learn and recognize their individuality. The planning links to the stepping stones and the early learning goals. Observations are made regularly and usually carried over to the progress records, although these are not dated. Currently staff are not using the assessment records to inform planning, which results in individual objectives not being identified for children, and gaps in the curriculum not being highlighted. Staff manage children's behaviour positively and use their time and resources well.

Leadership and management is generally good. The group is committee run, however, the supervisor takes on most of the day to day management. She is responsible for assessing the strengths and weaknesses of the provision and is willing take advice and help to address any issues arising. The staff and management are aware that they do not always monitor the effectiveness of the curriculum, however, there is a commitment to improve the care and education for all children.

Partnership with parents is generally good. Parents are provided with information about activities and topics through the plans on display. They are kept well informed about their child's achievements and progress by use of notebooks detailing observation and comments, which can be added to by parents. The onus is on parents to approach staff for discussion unless there are particular issues to discuss.

What is being done well?

- Children are able to use mark making equipment in several areas of play. For example, there are clipboards with attached pencils placed by the 'petrol pump' and the cars. Specific areas such as the 'office' and writing table have envelopes, telephones, pens and paper to encourage children to write shopping lists and letters.
- There are daily opportunities for children to try a range of movements using both large and small apparatus such as a climbing frame and balance beam, cars or bikes. There are also activities to encourage hand-eye control, such as a magnetic fishing game.
- Staff encourage children to see maths as a purposeful activity as they count and use numbers as labels. They provide opportunities to count and match numerals, eg. parking numbered vehicles in numbered parking bays.

What needs to be improved?
<ul style="list-style-type: none">● use of assessment to inform planning● everyday use of calculation.

What has improved since the last inspection?
<p>The setting has made generally good progress since the last inspection.</p> <p>The system for recording children's progress and attainment now links closely to the stepping stones and the early learning goals.</p> <p>Staff are now including some learning intentions in the planning.</p> <p>There are occasional planned opportunities for children to develop their mathematical understanding of calculation and practical problem solving. However, use of this in the daily routines is limited and remains a key issue at this inspection.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children show curiosity and a positive approach to new experiences. They confidently link up to others for support and guidance. They show a sense of belonging and know the routines well, sometimes anticipating what comes next. Children are aware of the boundaries for behaviour and reinforce these expectations with each other. They are learning to share with adult support. Children are beginning to make connections between different parts of their life experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are beginning to use language confidently for a range of purposes. They initiate conversations, make requests and use talk to resolve disagreements. They enjoy books and stories, particularly when adults are involved and use language to connect ideas in their play. Children have frequent opportunities to practice their emergent writing and mark making and are always encouraged to 'write' their names on their work.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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There are lots of opportunities during everyday routines for children to develop their understanding of numbers as labels and for counting and they are beginning to see maths as purposeful. There is less emphasis on learning about simple calculation and how it can be used. Children are beginning to learn about shape space and measure through free play activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are curious and like to observe and manipulate objects to find out how they work and what they can do. They learn about lifecycles of animals and plants and have some opportunities to look at their local environment. There are activities which encourage design and making skills and trying out new techniques. Some equipment is available to help children to understand ICT. Children take part in activities to help them appreciate similarities and differences in culture.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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There are daily opportunities for children to develop their physical skills and move in a range of ways. They balance, climb, jump and repeat and combine movements. Children use space well, can negotiate pathways through other activities and are beginning to respect other children's personal space when playing. There are activities and equipment to help children develop their hand eye co-ordination and skills.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have opportunities to express their own ideas and are provided with a range of materials with which to experiment. However, painting activities are not offered on a daily basis. There are daily singing sessions and children often sing to themselves whilst they play. Children use the role play areas independently and enjoy using the available props to inspire their imagination. They show an interest in what they see, hear, touch and feel.	
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 children's assessment records to plan the next steps in children's learning
- increase opportunities for children to develop their understanding of simple calculation in everyday routines.

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.