



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 250123

DfES Number: 533811

INSPECTION DETAILS

Inspection Date	22/06/2004
Inspector Name	Janet Ann Keeling

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Alphege Pre-school
Setting Address	Oliver Bird Hall Church Hill Road Solihull West Midlands B91 3RQ

REGISTERED PROVIDER DETAILS

Name	Mrs Meryl Homer
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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 Alphege Pre-School Group opened in 1968. It operates from facilities at Oliver Bird Hall, Church Hill Road, Solihull. Facilities include, reception hall, kitchen, main hall, toilets and storage cupboards. The group have access to a fully enclosed garden area. The nursery serves the local and surrounding areas.

There are currently 41 children from 2 to 4 years on roll. This includes 22 funded 3 year-olds. Children attend for a variety of sessions. The setting supports children with special educational needs, and who speak English as an additional language.

The group opens for five sessions a week during school term time only. Sessions are from 09:30hrs until 12:00hrs except on a Tuesday, when the session is from 12:30hrs until 15:00hrs

There are six staff who work with the children. Two thirds of the staff hold suitable early years qualifications. The setting receives support from a teacher / mentor from the Early Years Development and Childcare Partnership (EYDCP)

How good is the Day Care?

St Alphege Pre-School Group provides good quality care for children.

Staff provide a very welcoming and caring environment where, space and resources are well organised to support children's learning and play. Staff are deployed effectively to ensure the safety and welfare of the children. An extensive range of toys and equipment are provided, they are in good condition and safe. All policies and procedures are in place which help to support the effective running of the group. However, procedures for recording accidents and complaints need to be reviewed.

Staff take positive steps to promote safety within the setting and ensure hazards to children are minimised, ongoing risk assessments are completed. Good health and hygiene practices have been established and children are encouraged to learn about personal hygiene through daily routines, although, the bathroom routine needs to be

reviewed. Children are provided with regular drinks and a snack during the session, staff are aware of children's individual dietary needs and comply with parents wishes. Staff are aware of their child protection responsibilities.

Staff interaction with the children is excellent, staff are aware of children's individual needs and treat them with equal concern. Children are happy, confident and play enthusiastically together. Staff provide a balanced programme of interesting and stimulating activities which have regard for children's individual learning and play. Staff ensure children are included in all activities and have equal access to toys and equipment. Staff manage children's behaviour very well, children are encouraged to share, take turns and show respect for each other.

Partnership with parents is very good. Parents and carers are made to feel welcome through daily personal contact. Excellent information is available to all parents. Welcome packs regular meetings, notice boards and newsletters keep parents fully informed about the running of the group.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- Staff provide a very welcoming and stimulating environment where children are happy, confident, sociable and have developed positive relationships with both their peer group and adults.
- Staff work hard to provide a balanced programme of interesting activities and play experiences which support children's learning and overall development. Activities enable children to build on knowledge and skills already acquired, activities are both child-initiated and adult-led.
- High priority is given to children's safety, staff are effectively deployed throughout the session, risk assessments are completed to ensure hazards to children are minimised, children are supervised at all times and effective procedures are in place for the safe arrival and departure of children.
- Staff encourage good behaviour through regular praise and encouragement. Children learn to share, take turns and show consideration for each other as they play together. Appropriate strategies are in place to manage children's behaviour. Strategies are sensitive, age appropriate and take into account children's individual needs.
- The partnership with parents and carers is very good, and is effective in supporting children's individual learning needs. Excellent information is available for parents about the organisation of the group, policies and procedures and the educational programme.

What needs to be improved?

- the bathroom routine
- the procedures for recording complaints and completing the accident book.

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
7	Review the bathroom routine to ensure children's individual needs are met.
14	Ensure confidentiality is maintained when completing the accident book.
14	Ensure a record of complaints is maintained.

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

How effective is the nursery education?

St Alphege Pre-School Group provides good quality education which enables children to make generally good progress towards the early learning goals in communication, language and literacy and very good progress towards the early learning goals in the other five areas of learning.

The quality of teaching is generally good. Staff have a good understanding of the foundation stage curriculum and plan a wide range of interesting and stimulating activities which promote children's learning and development. However, attention is needed to strengthen the programme for communication, language and literacy. Staff are calm, patient and provide excellent role models. Staff have good relationships with the children and high expectations for children's behaviour. Staff intervene appropriately to support children with special needs and children who learn less quickly. Assessments are completed and used to inform future planning, records demonstrate that children are progressing well towards the early learning goals.

Leadership and management of the setting is very good. Staff work well as a team and are clear about their roles and responsibilities, there is a strong team spirit. Managers are highly motivated and organised, they are fully committed to improving the quality of the educational programme, and to provide on-going training and development for all staff. Effective systems are in place to monitor and evaluate the quality of teaching and planning, support and advice is accessed through a teacher/mentor.

Partnership with parents is very good. The setting works effectively with parents to support children's learning. Information about the setting and its provision for nursery education is of high quality, comprehensive and accessible to all parents. Parents and staff value the successful settling-in procedure and the on-going two-way sharing of information. Parents are actively involved in their child's learning and well informed of how to support this at home.

What is being done well?

- Staff work confidently together to provide interesting and worthwhile activities which enable children to make good progress and to build on knowledge and skills already acquired. Children's personal and social development is very good, children are confident, enthusiastic and form positive relationships with peers and adults. Children are able to express their feelings and manage their self care needs well.
- Children have a positive attitude to learning and respond enthusiastically to the full range of activities and play experiences provided.
- Staff use a variety of teaching methods to take account of children's different

ages and capabilities. Staff give clear explanations and use appropriate questions to encourage children to think and extend their learning.

- Children talk about their families recalling past and present experiences, children begin to develop a sense of time which is fostered well through daily routines.
- Behaviour is good due to the consistent and caring management of the children. Children learn to co-operate, share, take turns and show consideration for each other.
- Partnership with parents is very good and is effective in helping children achieve the early learning goals. Good quality information on the educational programme is given to parents. Effective arrangements are in place to inform parents about their child's progress and achievements through daily discussion, and the opportunity to see and discuss children's assessment records.

What needs to be improved?
<ul style="list-style-type: none">● the children's early writing skills● the organisation and management of story time

What has improved since the last inspection?
Not applicable, as this is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and eager to learn, they show initiative and respond positively to support and guidance. Children have developed excellent relationships with staff and each other. Children's behaviour is very good, they are able to share, take turns and show respect for each other. Children express their feelings and manage their self care needs well. Children are beginning to learn about their own and other cultures and are developing a sense of community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children engage easily in conversation with each other and adults, they participate enthusiastically during group time as they recall past and present experiences. Children listen and respond with enjoyment at story time, however, children's learning is limited due to the size and management of the group. Children learn how print carries meaning as they recognise their name at self-registration, however, children are not always encouraged to develop their early writing skills as they play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use number as part of everyday routine, they use mathematical ideas to solve simple problems during group activities and snack time. Most three year olds can count confidently up to five and more able children count up to ten. Children are familiar with number rhymes and songs. Children talk about 'big' 'little' 'heavy' 'light' 'under' and 'over' and can sort, compare and match objects. Children can confidently name shapes, such as circle, square and triangle.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about their natural environment as they plant seeds, observe the weather and look for 'mini-beasts' in the garden. Children build and construct with a wide range of objects, they use cutting and joining skills when engaged in art and craft activities. Children are beginning to develop a sense of time as they talk about past and present events in their lives. Children have access to programmable toys and equipment to support their learning.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children show good control and co-ordination as they move confidently around the hall. Children use space sensibly and are aware of others, whilst negotiating the obstacle course and playing enthusiastically with the 'parachute'. Children develop their fine co-ordination skills through using malleable materials, scissors, paint brushes and writing materials. Children are developing an awareness of personal hygiene and healthy eating through established daily routines, activities and discussion.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children participate in a wide variety of activities and use an extensive range of resources to explore colour, texture, shape and form in two and three dimensions. Children use their imagination, develop their own ideas and express themselves creatively through activities such as role-play, painting and music. Children are able to respond in a variety of ways to what they see, hear, smell, touch and feel. Children are familiar with a good range of songs and rhymes.

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

- Strengthen the programme for communication language and literacy by ensuring children are encouraged to develop their early writing skills as they play.
- Review the structure and management of story time to ensure effective use of staff time and maximise children's learning.

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.