



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 139362

DfES Number: 516305

INSPECTION DETAILS

Inspection Date 13/07/2004
Inspector Name Heather Morgan

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Andrews Pre-school
Setting Address St Andrews Road
Bridport
Dorset
DT6 3BJ

REGISTERED PROVIDER DETAILS

Name The Committee of St Andrews Pre-School 1022398

ORGANISATION DETAILS

Name St Andrews Pre-School
Address St andrews Road
Bridport
DORSET
DT6 3BJ

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 Andrew's Pre-school was first established in 1975 and has been in its current premises since 1997. It is managed by a committee of volunteers and operates from the old school house in the town of Bridport. The pre-school has the use of two playrooms, a kitchen, office, toilet facilities and an enclosed outdoor play area.

There are currently 74 children aged from two to five years on roll. This includes 28 funded three-year-olds and 33 funded four-year-olds. Children attend for a variety of sessions. The group currently supports children with special educational needs and children for whom English is not their first language.

The group opens on Mondays to Fridays during term time only. Sessions are from 09:00 to 11:30 and from 12:30 to 15:00. Some sessions are specifically for children who are approaching school age.

Eight staff regularly work with the children, supported by additional temporary staff and an administrator. Seven of the permanent members of staff have early years qualifications. The group receives support from the Foundation Stage Advisory Team and is a member of the Pre-school Learning Alliance.

How good is the Day Care?

St Andrews Pre-school provides good quality care for children.

Sessions are well-organised; good communication and teamwork ensure that the operational plan works well in practice and the comprehensive policies and procedures are implemented well to ensure good practice.

Good priority is given to promoting children's health, safety and welfare. Risk assessment is used effectively to identify potential hazards and to take steps to reduce risks to children. There is very good emphasis on encouraging the children to develop healthy eating habits.

Children are offered an exciting and challenging range of well-planned activities that

promote children's progress and development. Staff interact well with children to support and extend their learning and to ensure that children's individual needs are met.

The effective partnership with parents ensures that they are well-informed about the activities of the group and their children's progress and achievements. Regular discussion ensures that children are cared for in accordance with their parents wishes.

What has improved since the last inspection?

Following the last inspection the group has effectively addressed all four key issues to ensure that documentation is complete, meets regulatory requirements and underpins the good practice of the staff.

What is being done well?

- Sessions are well-organised; there is good teamwork and communication between all members of staff.
- Children are offered a wide range of exciting and challenging activities that promote their progress and development.
- There is a good focus on encouraging children to develop healthy eating habits.
- Staff give good priority to meeting the individual needs of all children.

What needs to be improved?

- the continuous review and evaluation of documentation and practice to maintain good standard of care.

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
14	Continue to review and evaluate documentation and practice to maintain good quality care.

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

How effective is the nursery education?

St Andrews Pre-school provides high quality nursery education and children are making very good progress towards the early learning goals in all six areas of the curriculum.

The quality of teaching is very good. Staff have a clear understanding of the early learning goals and how children progress towards them. They plan challenging activities and support children well in accessing them. They regularly observe and assess children's progress along the stepping stones and use this information effectively to plan what they need to learn next. They interact well with children to extend their learning through play and pay particular attention to developing individual children's skills, including those with special educational needs and who use English as an additional language. The staff work well together and are consistent in their management of children, using praise and encouragement effectively to promote and reward good behaviour.

Leadership and management are very good. There is very good liaison between the staff and committee. The Playleader is a good role model and provides support and guidance for staff. The staff work well together, meeting regularly to evaluate their practice, and show a strong commitment to improvement as they regularly access training to support and develop their work.

There is a very good partnership with parents. They are very well informed about the activities of the group and their children's progress. They have good access to information that develops their awareness of how their children are learning through play and they have good opportunities to get involved with their children's learning by, for example, helping at sessions, sharing their own expertise or contributing resources to support themed activities.

What is being done well?

- The planning and assessment cycle is effective in identifying clear learning aims in all areas of the curriculum.
- The staff work well together as a team to support and extend children's learning through purposeful play.
- Good priority is given to identifying and supporting children's individual needs.
- The programme for personal, social and emotional development is very effective in promoting children's confidence and independence.

What needs to be improved?

- the continual cycle of reviewing assessment records, evaluating activities and refining plans to maintain high quality nursery education.

What has improved since the last inspection?

Staff have made very good progress in addressing the two key issues raised at the previous inspection. Good support is given to children with special educational needs and the co-ordinator supports all staff in identifying and meeting the needs of the children. Activity plans are regularly reviewed, evaluated and refined to ensure that they are comprehensive and support all staff in achieving the learning aims of the activities offered.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, they settle well and enthusiastically engage in activities. They concentrate well in whole group activities and persevere with their chosen tasks. They are independent and can choose and use resources, pour their own drinks and put aprons on for themselves. They enjoy playing co-operatively and are developing a good understanding of appropriate rules such as sharing and taking turns.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and regularly initiate conversations with their peers and adults. They use language and an increasing vocabulary well to recall past events and describe what they are doing. They enjoy listening to stories, looking at books and are beginning to recognise familiar words such as their own names. They enjoy writing for different purposes, for example, during role-play and many can write their own names using correctly formed letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers confidently as they regularly count different objects during their everyday play. They can match numbers to their corresponding numerals and are beginning to solve simple problems by, for example, taking one away from a group of objects and working out how many are left. They are developing a good awareness of a range of mathematical concepts and can use appropriate language to make comparisons of size, shape, quantity and position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to explore a wide range of natural and made materials. They look closely at similarities and differences and enjoy finding out why things happen and how they work. They are developing a good awareness of features of their own and the wider environment. They have a good understanding of the uses of technology and use resources such as cameras, telephones and a typewriter to enhance their role-play. Many are able to perform simple operations on a computer.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move safely and confidently around the playrooms; they control their movements well and can start and stop safely and negotiate obstacles such as furniture and floor toys. They have regular opportunities to develop specific skills using equipment such as a climbing frame, wheeled toys, hoops, balls and parachute. They handle tools such as scissors, painting and writing materials and threading games with increasing control and safely.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy exploring colours and textures using a wide range of materials to create imaginative artwork in two- and three-dimensions. They describe how resources feel, smell and taste and work collaboratively to design and create displays. They enjoy singing, dancing and playing musical instruments and are developing an awareness of pitch and rhythm. They use their imagination well in small world and role-play and often extend and adapt their play as others join them.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- continue to evaluate, assess and review provision to maintain the high quality nursery education.

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.