



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 148149

DfES Number: 519118

INSPECTION DETAILS

Inspection Date 19/01/2004
Inspector Name Kerry Davey

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St. Philip Howard Pre School Playgroup
Setting Address St. Philip Howard School
Woods Avenue
HATFIELD
Hertfordshire
AL10 8NN

REGISTERED PROVIDER DETAILS

Name The Committee of St Philip Howard Pre School Playgroup

ORGANISATION DETAILS

Name St Philip Howard Pre School Playgroup
Address Woods Avenue
Hatfield
Herts
AL10 8NN

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 Philip Howard Pre-School opened in 1990. It operates from a classroom within St Philip Howard School in Hatfield. The pre-school serves the local area.

There are currently 45 children from two to under five on roll. This includes 28 funded three year olds and 9 funded four year olds. Children attend for a variety of sessions. The setting currently supports one child with English as an additional language.

The group opens five days a week during school term times. Sessions are from 9.00am until 11.45am and 13.20 until 15.20.

Three part time and three full time staff work with the children. Over 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 Philip Howard Pre-School Playgroup offers a good standard of care for children. The group is located in a large classroom within St Philip Howard School and has access to a spacious outdoor area and scheduled use of the main school hall for physical activities. The environment provided is warm and welcoming with colourful children's artwork attractively displayed around the room. The setting is organised to ensure that staff work directly with the children and good relationships have developed between staff and children. Staff know the children well and strive to meet their individual needs.

Staff are aware of safety issues and talk to children to help them to understand, they are active in promoting good personal hygiene procedures with the children. Children are provided with a snack and choice of drink during the session. Staff are consistent in their approach to managing children's behaviour and methods used are appropriate to their age and level of understanding

Children are interested in the wide range of activities and play resources made available to them and are able to make choices from the selection of clearly labelled resources. Staff interact constantly with the children and participate in their activities, they respond to children's interests and supply play materials on request.

The partnership with parents is effective. Parents are welcomed by a friendly approachable staff team and are provided with a range of information regarding their children, their progress and achievements. Eight parent questionnaires were received giving positive feedback on the service provided. In particular parents refer to the kind, caring staff, happy children, varied activity programme, information for parents and guidance towards the early years curriculum. Documentation is detailed and informative however, attention is required to some aspects of the record keeping.

What has improved since the last inspection?

At the last inspection the group agreed to ensure that any medication administered is recorded appropriately. A system for recording of medication is in place.

What is being done well?

- A varied range of stimulating, fun activities are provided for children to keep them interested and develop their learning including imaginative story and music times involving props and puppets and creative activities. Staff participate with the children and use discussion to develop their language skills.
- The environment provided is clean and welcoming for the children with bright, interesting wall displays of topic work carried out in the group. Space is used well to accommodate all children e.g. comfortable book area, organised messy play area, large home corner.
- Safety and hygiene are promoted and staff spend time talking to children about various danger areas and personal hygiene to develop their understanding.
- A wide selection of play resources are provided to meet children's developmental needs including a varied range of equipment to promote equal opportunities. Resources are well organised and clearly labelled with words and pictures.
- Staff use a positive approach to managing children's behaviour which is consistent throughout the whole staff team. Children are praised and encouraged to give clear messages about how they should behave.
- Staff communicate well with parents keeping them informed of activities, progress and achievements.
- Documentation in place is well organised and gives detailed information about the provision.

What needs to be improved?

- documentation to include a record of children's arrival and departure times, visitors to the provision and parental consent for emergency medical treatment.
- procedures for carrying out risk assessments to enable staff to identify and review risks
- procedure for informing parents of Ofsted contact details.

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	Improve the system for recording visitors and hours of attendance.
6	Conduct a risk assessment on the premises identifying any action(s) to be taken to minimize identified risks.
7	Request written permission from parents for seeking emergency medical advice or treatment.

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. Philip Howard Pre-school is good. It enables children to make very good progress towards the early learning goals in their communication, language and literacy, knowledge and understanding of the world and generally good progress in all other areas of learning.

Teaching is generally good. Staff have a sound knowledge of the Foundation Stage and provide an interesting and stimulating learning environment. Activities and resources are organised to allow the children to select and make choices about their play. However, there are missed opportunities to encourage the children's independence. Planned activities include learning intentions identified for three and four year old children and progress within the stepping stones is recorded. Planning is linked to the stepping stones and regular evaluation of the activities.

Leadership and management is generally good. Staff are actively involved in the planning and delivery of the curriculum and work well together. Staff are consistent and the key worker system is effective with many of the staff accessing relevant training. The setting is pro-active in identifying its strengths and weaknesses and works towards improvement.

Partnership with parents is generally good. Parents are provided with thorough information about the provision and are made aware of the areas of learning through the shared planning. They are informed about activities and routines daily and are encouraged to be involved in their child's learning. Parents receive detailed information about their child's progress and achievements throughout the time their child is attending.

What is being done well?

- The resources in the setting are well organised and presented by an effective staff team who work well together and are committed to supporting the children's learning through practical activities and play experiences.
- Staff have close links with parents and carers and are encouraged to be involved in their child's learning. Parents are well informed about the setting and their child's routines and progress.
- Adults make good use of the surrounding environment and familiar experiences to enhance children's learning. The building work that is happening within the school has prompted an interest from the children and a learning opportunity for staff to extend.
- Children show confidence, when interacting with adults and their peers. They use props when singing and listening to stories and are able to recognise and match numbers through games and labels around the room. They are also able to link sounds and letters, especially within familiar words.

- Staff have a sound knowledge of the early learning goals and the planning and assessment of children's learning takes account of the children's differing abilities.

What needs to be improved?

- opportunities for children to become more independent
- opportunities for children to learn about calculating through active teaching and everyday practical activities

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. The jolly phonics system has been introduced, along with sound sheets. The children use a sound basket to bring items in from home and discuss the sound of the week. This has enabled the children to sound out some letters within their name and begin linking them to make words.

The staff and children have made up simple rhyming songs which relate to the relevant topic. Through these, children have developed their awareness of rhyme and syllables.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident when interacting with both adults and peers. They listen at story time and speak individually in large group situations. They are interested in the activities available and work as part of a group or alone. Children's social, moral, spiritual and cultural development is fostered well and behaviour is good. Children show care and concern for each other. However, there are missed opportunities for children to practise their independence during the session.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's language skills are developing effectively. They are confident in talking to adults, peers and visitors. They listen attentively to stories, joining in with songs and rhymes. They use new vocabulary when exploring activities and show an awareness of rhyme. Most children recognise their own name and know that letters represent sounds and many can write their own name confidently and correctly. There is a varied range of books, attractively presented which children enjoy using.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use numbers and practise counting during various activities. They recognise most shapes and some numerals, which are displayed around the room. Mathematical language is used within most of the activities and children enjoy number rhymes and songs. However, there are insufficient opportunities for children to calculate and estimate through everyday routine and activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children actively explore and investigate a wide range of materials and objects, enabling them to ask questions. Through worthwhile and challenging activities they are developing a good awareness of their own culture and beliefs and those of others. Children are able to relate their own experience to some activities and incorporate these into their imaginative play such as the hairdressers and the construction vehicles. They show a keen interest in the world and talk about their environment.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and with control. They show an awareness of space. They handle tools effectively and use a range of large and small equipment. Children are aware of their bodies and keeping them healthy. Large equipment such as the parachute and P.E apparatus are used to develop their gross motor skills. Children practise their hand and eye coordination and throwing and catching skills using bats and balls.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use their imagination in role-play. They play shops and hairdressers, using props to extend their play. They enjoy songs and stories and often act these out using puppets and other props. They use a variety of materials in group art activities to create wall displays. Resources are easily accessible for children to explore and express their own ideas through art and design. Children respond to music and explore different sounds using instruments.

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

- Provide further opportunities during everyday routines for children to become more independent.
- Provide further opportunities for children to learn about calculating through active teaching and everyday practical activities.

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.