



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 203437

DfES Number: 515330

INSPECTION DETAILS

Inspection Date 07/02/2005
Inspector Name Chris Gregson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Billericay Catholic Preschool
Setting Address Canon Roche Centre
Laindon Road
Billericay
Essex
CM12 9LL

REGISTERED PROVIDER DETAILS

Name The Committee of Billericay Catholic Preschool 1037616

ORGANISATION DETAILS

Name Billericay Catholic Preschool
Address Canon Roche Centre
Laindon Road
Billericay
Essex
CM12 9LL

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

Billericay Catholic Pre-School opened in 1968. The group operates from the main hall in the Canon Roche Centre in Billericay. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.30 to 12.00 Monday to Friday and 12.30 to 15.00 on Monday during term time. All children have access to a secure enclosed outdoor play area.

There are currently 74 children aged from 2 to under 5 years on roll; of these, 39 children receive funding for nursery education. Children come from a wide catchment area. The pre-school currently supports a number of children with special educational needs, and also supports a few children who speak English as an additional language.

The pre-school employs eleven staff. Five of the staff, including the manager hold appropriate early years qualifications. Four staff are working towards a qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Billericay Catholic Pre-School provides good care for all children.

A comprehensive operational plan informs all of the high expectations of the voluntary management committee. The supervisor and staff up date their qualifications and attend short courses. Children are provided with child-sized furniture to enable them to play, rest and eat comfortably. Excellent educational resources provide children with interesting activities.

Safety is a high priority and staff carry out daily risk assessments to ensure the children are safe inside and outdoors. Good hygiene is encouraged. Effective paperwork is in place to ensure staff know about any allergies or dietary needs. Good procedures are in place to deal with first aid and administer medication. Staff skilfully comfort and care for children who become ill during the morning. They are

very skilled at providing for individual needs, know how to comfort and settle children when they arrive and give extra support when needed. Staff know, and parents are informed of, child protection procedures.

There is a very high level of interaction between staff and the children and children's behaviour is very skilfully managed. Staff talk and listen to children. There is a key worker system and staff observe children, record their progress and know the individual children in their care. They plan interesting practical activities and encourage children to choose, explore, be involved and be interested in their play.

Partnership with parents is very good. Staff are very friendly with parents and tell them about their child's morning. Newsletters and notice boards keep them well informed.

What has improved since the last inspection?

At the last inspection the provider agreed to record the hours that children are present on the register and ensure staff and visitors are recorded with their hours present on a separate sheet. This has been done and ensures children are protected.

What is being done well?

- A very comprehensive operational plan gives information about the staff, rotas and the daily routines. A good training plan is in place to ensure staff identify their training needs and have opportunities to increase and up date their knowledge base.
- Staff work very well together. They are a well-established team and effortlessly support each other, stepping in to cover for each other's duties when needed.
- Staff are very kind and caring and help children to settle into the pre-school routines. They respect a child's needs and give the appropriate level of support.
- Partnership with parents is very good. Parents find staff friendly and helpful and they appreciate the happy environment and stimulating activities provided for their child. Staff talk informally to parents when they arrive and collect their children. Parents are made very welcome when they stay to settle a new starter.
- Staff very skilfully manage children's behaviour. They talk quietly to the children and explain what is expected in the pre-school. They positively praise children and encourage independence and raise their self-esteem.

An aspect of outstanding practice:

Staff are very supportive and caring to all children. They are enthusiastic about their work and provide a secure, happy environment where children develop independence. Staff talk and listen to children asking questions to make them think about what they see and do. They demonstrate respect to each other, children and

their families.

What needs to be improved?

- range of snacks to encourage healthy eating.

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.

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
8	Provide a range of health snacks.

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

How effective is the nursery education?

Billericay Catholic Pre-school provides high quality nursery education overall which enables children to make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff have a good understanding of the Foundation Stage. They plan interesting and exciting activities so children learn through practical play activities. Plans are linked to the six areas of learning, the early learning goals and the stepping stones. Children work independently, in small groups or together in a whole group. Staff talk and listen to children asking questions to make them observe and think about what they are doing. They provide support and challenges for all.

Staff build very good relationships with the children and know the individual children. Extra help is given to children with special educational needs. Staff skilfully manage children's behaviour and encourage independence and choice of activities or resources. They ensure the room is fully prepared and provide a good balance between adult led and child initiated activities. Staff observe the children and record their progress. They talk together on a daily basis to ensure the child's next step is identified and appropriate activities planned.

Leadership and management of the pre-school nursery are very good. The committee and staff have high expectations for the children. The supervisor has a very positive attitude, is a good role model and encourages all staff to go on training or short courses. Staff have minuted meetings and annual appraisals. They know what is expected of them and talk together informally on a daily basis.

Partnership with parents is very good. Parents receive good information about the Foundation Stage and the early learning goals. They are encouraged to share their child's record of progress. Information about the next week's activities are clearly displayed on the notice board.

What is being done well?

- Children's independence is encouraged. Children can freely access resources. Staff constantly encourage children to try to do things for themselves whilst being ready to step in and help if needed. They enable children to explore and make decisions for themselves.
- Children with special educational needs are supported by staff who work closely with parents and other professionals to provide informed care for the individual child. Staff have high expectations for children and encourage them to take part in all activities and make good progress.
- Activities are well planned and organised. They are interesting and exciting

providing purposeful play activities and cover all areas of learning. Staff constantly ask children questions about what they see, hear and touch.

- Children's creativity is encouraged. They have an excellent range of arts and crafts materials providing children with the freedom to develop their own ideas and express their own creativity.
- Staff prepare excellent support resources for topic work. They display a range of interesting photos, books and objects linked to the topic or activity. For instance, Chinese script for the New Year celebration and a bird box for the bird-feeding topic.

What needs to be improved?

- planning for the outdoors to include all six areas of learning.

What has improved since the last inspection?

Very good progress has been made in implementing the action plan drawn up to address the one key issue identified at the previous inspection resulting in good improvements being made to the educational programme.

The pre-school provided in-house training through the EYDCP so that staff understand the areas of learning. The assessment records have been changed to the Essex system so they are linked to the stepping stones and early learning goals.

Staff observe the children during activities and note targets met on the focus activity sheet or on notes. This information is transferred to the child's assessment records. Parents are invited to make their own comments through their child's key worker.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident and independent. They concentrate at activities, such as collage work or imaginary play. They know what they like, ask for help if needed and take turns and share. They form very good, caring relationships with staff, other adults and each other. They know right from wrong, make their own choice of activity, decide when to have a snack and help tidy up. They help with Mother's Day buffets and make links between home and pre-school.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate using gestures and words. They listen to stories at whole group time. Children use language to describe their imaginary play in the home corner. They enthusiastically sing nursery rhymes and hear and know letter sounds through the letter of the week and circle time. They look at books and find their name cards at snack time. Children mark make and write their name on their work. They see the written word on the excellent displays as well as other scripts.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently count up to ten, and beyond, in many activities. They recognise numbers through activities, such as the calendar at circle time. They learn simple mathematical concepts and use language at the sand and water tray. Children add and take away in practical activities such as the Mathsmobile or bird photos. They know shapes and sizes and have opportunity to measure and weigh using Compare Bears. They make patterns, for example for Rangoli.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children observe and investigate materials and objects through planned activities, such as the effects of colour on ice melting and revealing plastic insects. They build and join materials, such as plastic blocks, recycled boxes and wrapping presents. Children use switches in the home corner and listen and use a tape recorder. They talk about their families, past events and wild animals and garden birds. Topic work develops respect for other cultures and faiths, for example Sukkott or Diwali.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently inside and outdoors. They balance on low beams, crawl through a tunnel, ride or pedal wheeled vehicles and push buggies carefully around the room expertly negotiating through narrow spaces. They know when they are hungry or thirsty and decide when to have snack time. They mould and shape playdough with their hands or simple tools, such as rolling pins or cutters. They develop good hand eye co-ordination in threading activities or using paintbrushes.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children know and explore colours and materials through an excellent range of activities and resources. They make and play musical instruments. They sing enthusiastically and dance to music waving streamers. Imaginary play is very good as children rehearse experiences, real or imagined in the home corner or with the small world figures. They use their senses when listening as they tread in rustling leaves, smelling shaving foam, making and tasting vegetable soup or Chinese food.

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: identify all areas of learning in the plans for the outdoors.

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.