



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 303470

DfES Number: 583377

### INSPECTION DETAILS

Inspection Date	02/11/2004
Inspector Name	Nighat Ghani

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Holy Spirit Playgoup
Setting Address	Holy Spirit RC Primary School Cotterill, Halton Brook Runcorn Cheshire WA7 2NL

### REGISTERED PROVIDER DETAILS

Name	Holy Spirit Pre School Playgroup Committee
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### ORGANISATION DETAILS

Name	Holy Spirit Pre School Playgroup Committee
Address	Holy Spirit RC Primary School Cotterill, Halton Brook Runcorn Cheshire WA7 2NL

## 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

Holy Spirit Pre-school opened in 1984 and operates from a purpose built building. It is situated in the grounds of Holy Spirit Primary school in Runcorn. A maximum of 24 children may attend the pre-school at any time. The pre-school opens each weekday from 09:00 to 11:30 and 12:30 to 15:00 for 37 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 36 children aged from 2 to under 5 years on roll. Of these 22 children receive funding for nursery education. Children come from the local community. The pre-school currently supports a number of children with special educational needs.

The pre-school employs four staff. Three of the staff, including the manager hold appropriate early years qualifications. One member of staff is working towards a qualification.

### How good is the Day Care?

Holy Spirit pre-school provides good quality of day care for children. The staff work well as a team, developing positive relationships with children, which helps them to feel safe and secure. The premises are well maintained with sufficient space for children to play and explore in comfort. Children's work and photographs are displayed through out the pre-school which provides a friendly welcoming atmosphere for both children and parents. Resources are of good quality and well organised to meet children's needs. All the records and documentation are in place although there are few omissions.

Staff are aware of potential hazards within the premises and carry out risk assessments on regular basis to ensure children's safety. Staff support and encourage children to carry out good hygiene practises. Healthy nutritious snacks promote children's awareness about healthy eating and staying fit. All dietary needs are discussed with parents and respected. Staff have a clear understanding and knowledge of polices and procedures relating to child protection. Children with

special needs are fully integrated into the nursery and are well cared for.

A good range of age appropriate activities is planned and implemented for the children promoting their learning and all round development. Children are confident in choosing an activity of their own choice and observed to concentrate and persevere until they complete an activity. Key worker system is in place. Staff have a good understanding of children's individual needs and are skilful in managing behaviour in a positive manner.

Positive relationships have been formed with parents, good quality information is available for parents and systems are in place to keep them informed of their child's development and progress.

#### **What has improved since the last inspection?**

There were no actions raised at the last inspection.

#### **What is being done well?**

- Staff demonstrate a good understanding of children's developmental needs. They plan and implement activities that are interesting, enjoyable and promote children's learning. Children enjoy colouring in and cutting with a scissors developing fine motor skills. Children's language and mathematical concepts are promoted and extended during play for example a member of staff sitting with children playing with play dough encourages children by saying, 'cut your bun in half and see if your sausage fits in the bun. Let's count how many sausages you have made. Are they the same size?'
- There is a good balance of adult led and child-initiated activities for example children freely access pritt stick, glue and cello tape to create a collage picture by sticking different shapes shiny paper while on the other table a member of staff encourages children to look at the patterns on the leaves through a magnifying glass and then stick them on a piece of paper. Staff play and interact with the children, listening, talking and responding to them in a positive manner. Friendships are developed and children are happy, confident, articulate and observed to be having fun.
- Staff with consistent use of praise and encouragement actively encourages good behaviour. Children are awarded with stickers for being good which promotes their confidence and self-esteem. As a result children's behaviour is very good.
- The staff share a wealth of information with parents both verbally and in writing. They have good relationships with them, many of whom speak highly of the care their children receive.

#### **What needs to be improved?**

- the extension of lost child policy to include an uncollected child policy

- the behaviour policy to include bullying
- the sharing of equal opportunities policy with the parents.

**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.)**

No complaints received.

### **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	Extend the lost child procedures to include uncollected child.
9	Share the equal opportunities policy with the parents.
11	Extend the behaviour management policy to include bullying.

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

### How effective is the nursery education?

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

The quality of teaching is very good. Staff's secure knowledge of the Foundation Stage is reinforced in the planning, assessment and staff's interaction with the children. The staff manage children's learning well, by presenting a good range of activities which meet the needs of different ages and ability. Children respond well to many first-hand experiences and staff question them effectively to extend learning. Staff assess children and record their progress through the stepping stones. Gaps identified clearly inform planning and staff are clear about the learning objectives of different activities provided for children. Staff are adaptable and are able to alter activities if they are not appealing to the children. They respect and value children. They know them well and have an excellent understanding of special educational needs. They extend activities and offer appropriate challenges to the more able children. Staff put strong emphasis on behaviour management and promote good manners. As a result the children are very well behaved and polite, they show respect for others and their environment.

Leadership and management of the playgroup is very good. Staff are deployed effectively and are aware of their roles and responsibilities. They receive ongoing support through an appraisal system. They are motivated and work well as a team. Key worker system is in place and works well enabling staff to keep a track of individual child's progress.

Partnership with parents is very good. There is comprehensive information available to the parents on the policies and routines of the pre-school. Parents are aware that their children are assessed, but there was no evidence of this. They are very happy with the care provided to their children.

### What is being done well?

- Staff provide children with activities, which encourage them to share and co-operate with each other as they divide the play dough into equal pieces and share the cutters and modelling tools. They enjoy working together and sometimes choose to play alone, looking at the books or doing jigsaws.
- Children's spiritual, moral, social and cultural development is well fostered. Children are learning about cultural diversity through books, posters and responding to festivals and customs from around the world. As they celebrate events such as Chinese New Year and learn about Sikhism. They say prayers before snack time and visit the Catholic Primary School to join in assemblies and attend concerts. They go on visits to the local shops and have visitors from the local community such as firemen.

- Children are confident, enthusiastic and highly motivated to learn. They are confident at managing their own personal independence such as seeing themselves to the toilet, wash their hands and wear an apron before doing messy activities. They are also aware that once the music starts to play it is time to tidy up. They help members of staff to tidy the toys away and wear their coats ready to go out and play.
- The parents speak highly of the group and are very happy with their children at the pre-school. They are well informed of their children's progress through an effective key worker system.
- The parents are involved in their children's learning through a 'book scheme', when a child borrows a book from the pre-school, takes it home to read with their parents, who then write in commenting on how their child responded.

#### **What needs to be improved?**

- the extension of resources for children to experiment, explore and investigate how and why things happen
- the recording of parents' contributions towards their child's assessment.

#### **What has improved since the last inspection?**

Very good progress has been made since the last inspection in addressing the two key issues raised. The first key issue was to ensure that the way in which the children are to be grouped and the manner in which staff are to be deployed is made clear in the planning. The children are now have a key worker group, who is responsible for assessing and monitoring each child's progress. Staff are clearly deployed effectively and this is identified through the staff rota.

The second key issue was to provide more opportunities for children to learn the shapes and sounds of letters, paying particular attention to the older children and ensure that letters are visible in the environment. Children learn about shapes and sounds of letters as part of their daily routine such as during self registration, snack time, computer games and mark making. There is a large alphabet frieze on display, which children relate to when learning days of the week.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are settled and happy in their environment. They confidently approach member of staff and know the routine of the pre-school. The children are aware of the rules, they co-operate, share and take turns when engaged in different activities. They are very well behaved, good mannered and respect their environment and each other. The children are learning about cultural diversity through books, posters and by responding to festivals and customs from around the world.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen attentively to stories and access books freely. They sit and browse and share a book, often showing each other pictures and words. As children play they initiate conversation with each other and adults talking about past and present events in their lives. Older children can write and recognise their names on the name cards and a member of staff encourages younger children by sounding out and showing them the first letter of their name.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff encourage children to understand and use mathematical language in daily routines such as snack time; looking at a triangular piece of toast and then cutting a square toast into two triangles, then into four and then fit them in a square again. They enthusiastically create patterns with threading beads. Through singing nursery rhymes, for example 'five current buns' the children learn to calculate, how many are left each time a bun is bought by another child.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are skilled in using a variety of material and equipment to design and construct, however children get limited opportunity to experiment, explore and investigate to see how and why things happen. They have wide ranging opportunities and are enthusiastic as they learn about different cultures and beliefs through talk and planned activities. They have good computer skills using it independently following programmes. They develop awareness of past and present events in their lives.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children demonstrate good control and co-ordination of their bodily movements. They run, hop, jump and climb up, over, under and through the climbing equipment. They judge space well, negotiating objects and people safely and respecting people's personal space such as when they sit together at story time. Children's manipulated skills are well developed as they roll the play dough, thread beads, use scissors and draw and mark make with the pencil.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children use a range of sensory activities such as sand, water to promote their learning. They enjoy painting and drawing freely and take great satisfaction and pride in their complete work. They confidently mix yellow and blue paint to create green to do leaf prints. They happily engage themselves in make up their own stories by using role-play area, small world scenes and puppets.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## **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:
- Extend resources so that children can experiment, explore and investigate how and why things happen.
- Ensure parents contribution made towards their child's assessment is recorded.

*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.*