



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 118576

DfES Number: 520364

### INSPECTION DETAILS

Inspection Date	06/10/2004
Inspector Name	Amanda Joy

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Johns Pre-School Playgroup
Setting Address	St Johns Church Hall South End Road Rainham Essex RM13 7XT

### REGISTERED PROVIDER DETAILS

Name	Mrs Valerie June Robinson
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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 Johns Pre-school opened in 1980. It operates from a church hall, it is purpose built and comprises of a kitchen, storage room and children's toilets. Access to nappy changing facilities is available in the small hall. A small enclosed garden adjacent to the hall is used for outside play. The setting serves the local area.

There are currently 62 children aged 2 to 4 years on roll, this includes 33 funded three-year-olds. There are no funded four-year-olds. Children attend for a variety of sessions. The setting has good systems in place to support children with special needs and for children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 to 11:45 and 12:30 to 15:00.

Five full-time staff and one part time member of staff work with children. All the staff have an early years qualifications to NVQ Level 2 or 3. The setting is an 'Accredited Pre-school Group', they have been accredited by the Pre-school Learning Alliance for the provision of quality education and care in accordance with the standards of the Alliance.

### How good is the Day Care?

St Johns Pre-school playgroup provides good quality care for children. Space is well utilised, there are defined areas of play, with a good selection of play equipment which is easily accessible. Children have good opportunities to use the outdoor area. There is an effective recruitment and induction system in place which ensures the suitability of staff. Ongoing training enables staff to continue to develop their knowledge.

Priority is given to children's health and safety, effective risk assessments are undertaken daily and high staffing ratios ensure excellent supervision of children. A good standard of hygiene is maintained in most areas however, the nappy changing

facilities are not adequate. Nutritious snacks are provided in addition, pre-school children bring their own snacks to encourage independence. Staff are able to demonstrate a good understanding of their responsibilities regarding child protection. Effective systems are in place to support children with special needs and for children who speak English as an additional language.

An effective key worker system is in operation, staff have developed good relationships with children and know them well. Play activities are well organised and cover all areas of development, they provide appropriate challenge for each child. There is a good balance of free choice and adult led activities. Staff promote positive attitudes towards valuing and respecting differences through activities and using resources reflecting positive images. Staff regularly review their behaviour management strategies. They consistently encourage children's good behaviour by using praise and reward, children respond well to this and behave well.

The partnership with parents is good. Staff have a friendly welcoming approach to children and their families. Effective and well planned systems ensure that parents are kept well informed about the provision and their child's progress. All of the required documentation is in place.

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

At the last inspection the provider agreed to devise and implement a safety procedure for taking children on outings.

An effective written procedure is now followed by staff when children are taken on outings.

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

- Staff deployment is good. Staff are competent within their roles, clear of their responsibilities and work very effectively as a team. Good training opportunities are available and staff continue to develop their skills.
- Staff have a very good awareness and understanding of children's individual needs. An effective key worker system is in operation. Staff know individual children well and have formed close relationships with them. Children were happy and secure in their environment and related to staff confidently.
- Staff manage children's behaviour positively according to their age and level of understanding, offering good adult support. Children respond appropriately to staffs consistent praise and encouragement and behave well.
- Partnership with parents is good, staff have strong links with parents and actively support parental involvement. There is an effective settling in procedure to ensure children and parents are happy. The setting operates an 'open door policy', every effort is made to ensure parents feel welcome within the setting. Staff are available to speak to parents at any time.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>• the provision of nappy changing facilities for children.</li></ul>



<b>Outcome of the inspection</b>
Good

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

<b>WHAT NEEDS TO BE DONE NEXT?</b>
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<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
7	Ensure children's dignity and privacy are respected at all times and good hygiene practices are promoted when changing nappies.

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

### How effective is the nursery education?

St. John's Pre-school provides high quality nursery education overall which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a very good understanding of the Foundation stage curriculum. They implement very good systems of observation, assessment and planning to meet children's individual learning intentions. Staff work consistently in developing ways to keep children's motivation and interest alive whilst they learn through play, both structured and free choice. Staff manage behaviour in a positive manner using strategies that promote good behaviour and acting as positive role models. They show children and each other respect and kindness. There are very good systems in place to support children with special educational needs.

Leadership and management of the setting is very good. The management team consistently develop new ways to improve the care and education children receive. They work very well as a team and support further training of staff to help them develop better knowledge of child care and education. The setting are accredited through the Pre-school learning Alliance and receive support from the Early Years Development Childcare Partnership (EYDCP).

Partnership with parents is very good. Parents are well informed about the nursery curriculum and their child's progress. Parents are invited to look at their child's work on a weekly basis. The key worker system ensures parents feel part of their child's education and care and develop good relationships with staff.

### What is being done well?

- Staff have a very good understanding of the Foundation stage of learning. Teaching is very good, staff use very good observation and assessment systems to plan a very good curriculum for children.
- Leadership and management is very good, staff are supported with any further training requirements they may have. There are very good systems in place to monitor and evaluate the provision and steps are taken to improve the education offered to children.
- Partnership with parents is very good, parents have access to very good information about the provision. They are given feedback weekly about their child's learning and development along the stepping stones and early learning goals.
- Children's physical skills are promoted well by a good range of indoor and outdoor activities.
- Children's communication skills are developed by good adult support and a

very good range of activities that allow children to talk freely and confidently supported by praise and encouragement.

**What needs to be improved?**

- staff to help more able children learn and develop the concept of subtraction.

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

Very good progress has been made since the last inspection. Staff have systems in place to develop children's vocabulary by using words of the week and key word prompts in activity planning sheets. Topic work includes teaching of the importance of keeping healthy and bodily awareness.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are happy, excited and eager to learn. They are confident and are able to make their own choices and are supported by staff who are fully aware of their needs. Children have formed solid friendships with each other and relate very well to staff. Children play co-operatively sharing and taking turns for example during circle time, vegetable printing and using the toilet. Children are very well behaved. They learn and explore other cultures by celebrating a range of festivals.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are confident and fluent speakers they show this during group activities such as circle time, role play and during social occasions for example lunch time. Children are supported during discussions and their vocabulary extended during topic activities such as harvest festival. They competently handle books and enjoy listening to stories, they all take books home weekly from the group's library. Children are able to develop writing skills and are supported by staff.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have many opportunities to develop mathematical skills and language and are supported by staff. They confidently count each other at registration time, and during practical activities such as 'the farm shop' using scales, a till and scanner. Children confidently complete puzzles and use construction such as stickle bricks, farm and train sets. Sometimes there are missed opportunities to develop children's understanding of subtraction during mathematical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have a range of opportunities to explore and investigate, they go on nature walks grow potatoes, runner beans and cress. They make play dough, play with foam, watch ice melt and learn about magnets. They feed the birds in the garden and learn about other cultures. Children explore communication and technology by using the computer, cassette player, phones, and tills. They learn to design by using cutting and sticking, junk modelling and sand.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are confident movers, they negotiate space in the garden when using wheeled toys. They move with skill and in safety around the hall from activity to activity. They use a range of tools skilfully such as play dough, scissors, computer mouse, construction and books. They use the large floor caterpillar, balance beam climbing apparatus easily and safely waiting their turn. They learn about staying healthy through topic work and eating fruit.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children use their imagination well in the 'farm shop' and home role play area using dressing up clothes, buggies and trolleys. They sing a range of nursery rhymes using actions such as 'horsy horsy' and 'Peter bangs with one hammer'. They express themselves using a range of resources such as roller painting, gluing and sticking, vegetable printing and cold cooking. Children are able to paint freely using the easel and have access to sand and water.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **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 this report, but consideration should be given to the following:
- further develop children's understanding of subtraction through practical activities and discussion.

*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.*