



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 127424

DfES Number: 519944

### INSPECTION DETAILS

Inspection Date 22/06/2004  
Inspector Name Susan Jennifer Scott

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Our Lady's PreSchool  
Setting Address St Joseph's RCP School  
Springhead Road, Northfleet  
Gravesend  
Kent  
DA11 9QZ

### REGISTERED PROVIDER DETAILS

Name The Committee of Father Vella, Victor Mario

### ORGANISATION DETAILS

Name Father Vella, Victor Mario  
Address 3 The Hill  
Northfleet  
Gravesend  
Kent  
DA11 9ES

## 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

Our Lady's Pre-School has been registered since 2000.

It operates from one large mobile classroom situated in the grounds of St Joseph's RC School in Northfleet. The Pre-School serves the local area.

There are currently 22 children from three to five years on roll. This includes six funded three-year-olds and twelve funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 9:00 until 12:00.

There are four part time staff who work with the children. The manager is the only member of the staff who has an early years qualifications to NVQ level 3.

The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP). It is a member of the Pre-School Learning Alliance (PLA).

### How good is the Day Care?

Our Lady's Pre-School provides a good standard of care for children.

All aspects of the provision are well organised and effective use is made of the space and resources by the staff in the pre-school to ensure that all children are well cared for and can access a good variety of stimulating equipment. The pre-school offers children a well resourced and relaxed environment for children to pursue an interesting range of practical activities which encourages children to develop their skills and to learn. Staff are guided by a clear set of policies and procedures which are regularly reviewed to ensure they meet the needs of the children attending. Another staff member, other than the manager, has yet to embark upon a qualifying training course which will enable all staff to be effectively deployed. The

documentation is clear and concise and meets the requirements, providing accurate information.

There is good security inside and staff pay attention to safety when outside although there is a minor safety issue which needs to be addressed when using the playground area. There is an effective key worker system which enables staff to establish good relationships with children and their parents.

Children benefit from well organised routines and imaginative activities, though behaviour management techniques need to be consistent. In all aspects of provision, children with special needs are well supported and fully included in activities.

Partnership with parents is good and is supported by good quality information made available to parents. Staff share the progress children are making and regular opportunities are offered to parents to exchange information and contribute to individual learning plans. Parents are welcomed into the pre-school, receive a variety of newsletters and can access information about the routines and the themes.

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

Not applicable

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

- The provision is well organised with clear policies and procedures which are understood by staff and used effectively.
- Children are provided with well-planned activities which are imaginative and fun, encouraging their enthusiasm and promoting their learning.
- Practice and support to achieve inclusion is very good, staff are patient, positive and work in compliance with the Code of practice for the Identification and Assessment of Special Needs.
- Partnership with parents is very good: their contributions are encouraged, they receive regular verbal and written feedback on children's progress and are encouraged to attend open sessions.

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

- the qualifications and training of staff
- the deployment of staff
- safety; so that children cannot access the school kitchens.

#### **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	Develop an action plan that sets out how staff training and qualification requirements will be met.
2	Ensure staff are deployed effectively at all times.
6	Make sure that school kitchen is inaccessible to children.

## 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 Our Lady's Pre-School is acceptable and is of good quality. It enables children to make very good progress towards the early learning goals in four of the six areas of learning.

The quality of teaching is generally good. Staff plan a variety of practical activities that are interesting and well organised so that they link into the weekly theme successfully. The staff have a very good understanding of how children learn and made activities fun, enthusing the children. The activities support children's learning well, enabling their development and progress. The observations and assessments are effective and evaluated against the stepping stones and early learning goals. Assessment of children is thorough and systematic, particularly for children with special educational needs; staff are committed to inclusion and work hard to develop and implement procedures to achieve this. Planning is flexible and informed by what children can do and how they need to progress.

Leadership and management of the Pre-School is generally good. The manager has successfully developed a committed staff team who have a collaborative approach to their work. Although the manager is the only qualified member of staff, she provides support and guidance and other members of staff are encouraged to participate in short courses. The staff monitor and review the quality of the provision and the teaching informally.

The partnership with parents and carers is very good. Parents talk with staff about their children and receive information about activities: such as letter formation to follow up at home if they wish. They have a questionnaire to suggest improvements and comment on the provision. They are notified of weekly topics and encouraged to contribute items for the interest table. They speak highly of the provision and have good opportunities to see the records on children's progress and join a session to observe the routines and activities.

### What is being done well?

- Outdoor play is planned well, providing a good variety of physical challenges and interesting activities for the children, who also learn about health and their bodies through good routines and activities.
- Provision for children's learning and progress is well catered for: children can choose from well planned and supported play opportunities offered in a relaxed yet stimulating way.
- Children enjoy very good opportunities to develop sensory and creative play during "rhyme time" which successfully encourages them to explore sounds, to listen and to follow instructions carefully.

**What needs to be improved?**

- consistent opportunities to encourage children to develop their independence, such as during snack times routines and by naming their own work
- the consistency of behaviour management, so that expectations and strategies are clear and well understood by all children.

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

The group have made very good progress since the last inspection of nursery education when they had to:

consider ways or suitable times for sharing records and information beyond the short informal discussions at the start and end of sessions.

This has been achieved through providing open sessions for parents to attend and receive information about their children;

Another point for development was to build on the improvements made since the last inspection in the recording of the children's progress and attainments. For easy reference and as an aid to inform planning, detail the letters of the alphabet and numbers up to ten and show how the children progress in learning to recognise and write them.

The group now display a variety of posters with letters of the alphabet, numbers and a variety of written labels fixed to equipment used by the children. There is a letter of the week, and a number of the week, both clearly displayed with relevant items to support the children's understanding on the interest table and during topic work.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident, independent and enjoy their learning. They choose between activities and are learning to take care of their own personal needs. They demonstrate a very good understanding of agreed codes of behaviour and work together harmoniously. Occasionally children's progress is limited by lack of consistency and the lack of encouragement to be independent: they are not always encouraged to name work or to take some responsibility during snack-time routines.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and enjoy opportunities to communicate. Staff provide good support in developing children's spoken language and successfully encourage them to extend this through good questioning techniques. Many children recognise and write their names well but progress is limited by a lack of exploitation of these opportunities. Children experience good practical opportunities to practise linking sounds to letters and words through activities linked to the letter of the week.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn about capacity by using sand and water with various toys to measure and pour. They learn about weights, sizes, comparisons and simple problem solving during activities such as measuring the flight of paper aeroplanes they have made on sheets of paper. Children enjoy the practical opportunities to learn to recognise and use of numbers: they use good skills in counting when playing hopscotch outside. They receive good support that enables them complete challenging puzzles.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children talk confidently and enthusiastically about events in their own lives and their communities. They are given good opportunities to learn about their environment and identify features in the place they live and the natural world. Children carefully dress themselves in costumes during role play and then use the "house" or office to act out their roles. Children are enthusiastic about making models out of recycled materials and investigate the properties of these varied materials.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing good manipulative skills, they have varied opportunities to use tools such as: pencils, scissors, stencils, laces and buttons to thread. They have a good sense of space and move around confidently, imaginatively and safely, using a variety of apparatus indoors and outside. Children enjoy opportunities to explore a range of movements while using the balancing equipment, assorted bikes and hoops. They develop an awareness of hygiene and how to care for their bodies.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children enjoy excellent opportunities to explore sounds and music in their daily "rhyme time" sessions: they play instruments, sing and clap in time to the musical rhymes, and explore the use of gestures in response to the instructions. They enjoy using a variety of art and craft materials to explore and investigate texture, shape and colour. Children express their ideas confidently during imaginative play, pretending to answer phone calls in the "house" and pretending to go shopping.

**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 consistent encouragement for children to develop their independence, such as during snack time routines and by naming their own work
- ensure behaviour management is consistent, so that expectations and strategies are clear and well understood by all children.

*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.*