



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 107057

DfES Number: 524086

INSPECTION DETAILS

Inspection Date	27/09/2004
Inspector Name	Kay Roberts

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Joseph's Pre-School
Setting Address	St Joseph's Church Hall Forest Road Fishponds Bristol BS16 3QT

REGISTERED PROVIDER DETAILS

Name	St Josephs Pre School 1032557
------	-------------------------------

ORGANISATION DETAILS

Name	St Josephs Pre School
Address	St. Josephs Church Hall Forest Road, Fishponds Bristol Avon BS16 3QT

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 Joseph's Pre-School was established in January 1985. It is located in St Joseph's Catholic Church Hall, in Fishponds, Bristol. There is a Catholic Infant and Junior school adjacent to the premises. Children attending the pre-school are from the surrounding urban area, which has a mixture of owned and rented property. It is managed by an elected parent committee.

The group operates in a large hall and the Rainbow room. A kitchen is available to staff for the preparation of snacks. To the front of the premises there is a small enclosed area suitable for outdoor play. At set times children also have use of the adjacent school playground.

Children aged between two years and ten months and five years attend the group. There are two intakes of children annually, in September and Christmas. At present there are forty-six children on the register, twenty-six of whom are funded three-year-olds. There are currently no funded four-year-olds. A number of children attending the group have English as a second language, but no children have special educational needs.

The group operates during term time, Monday to Friday, from 09:00 to 11:30 hours. On Tuesday, Wednesday and Friday there are afternoon sessions which run from 13:00 to 15:30 hours.

There are six members of staff, five of whom have a level three child care qualification. The group has an administrator to assist with book-keeping. The Bristol Early Years Development and Childcare Partnership (EYDCP) offers support through training. St Joseph's Pre-School is also a member of the Pre-School Learning Alliance (PLA). Some teaching is based on High Scope methods.

How good is the Day Care?

St Joseph's Pre-School provides good quality care in a secure, warm and welcoming environment, with children's work displayed. However, there are a number of large

knocks to low-level paintwork in the hall. Space is well organised and children have a large area in which to play both inside and outdoors. During the summer months children can wander freely between the indoor premises and outside space, as some activities are taken outdoors. Staff offer a balanced range of safe toys, materials and equipment, which offer sufficient challenge and are readily accessible to children. Craft activities are particularly well resourced.

The stable staff group is committed to ensuring that the detailed operational plan works in practice and training is given a high priority. There is a well balanced routine and key working groups are effective in helping children to settle quickly and learn. Groups are organised according to age and children spend part of each session in the group. This system ensures that each child's needs are met.

Safety is regularly reviewed and staff are vigilant about children's safety, but the radiator covers do not provide sufficient protection. There is an appropriate system in place for managing child protection concerns and accidents. Health and hygiene and healthy eating are actively promoted.

Staff offer a stimulating and balanced range of activities covering all aspects of learning. They respond to children's interests and encourage children to make decisions, and to explore and investigate. Children are confident, curious, well behaved, value each other and are enthusiastic about the activities available to them.

Parents are well informed of their child's progress and comment positively about the setting. Active parental participation during sessions facilitates a high adult to child ratio. All documentation is in place, readily accessible, stored securely, confidentially maintained and where appropriate regularly reviewed.

What has improved since the last inspection?

At the last inspection, St Joseph's Pre-School agreed to meet two actions. The first action was to ensure that the glass in the front door met with safety standards. This has been checked and children are safe, as the glass complies with British Standards.

Secondly the group agreed to appoint a named deputy. St Joseph's Pre-School is fully staffed and this includes a deputy, qualified to level three, who is able to take charge in the absence of the leaders.

What is being done well?

- Staff offer a secure, warm and welcoming environment, where the large space is well organised.
- Staff offer a well balanced routine and key working groups ensure that each child's needs are met.
- Staff are vigilant about children's safety. Health and hygiene and healthy eating are actively promoted.

- Staff offer a stimulating and balanced range of activities covering all aspects of learning.
- Children are confident, curious, well behaved, value each other and are enthusiastic about the activities available to them.
- Parents are well informed of their child's progress, and their active participation during sessions facilitates a high adult to child ratio.

An aspect of outstanding practice:

Staff encourage decision making and follow through on children's interests. Not only do children choose what activities they would like to be involved with at the beginning of each session in partnership with their parents, but also contribute as part of a large group to weekly planning.

What needs to be improved?

- decoration of the hall
- protection around the heaters.

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
4	Maintain the hall so that it is suitably decorated.
6	Make further adjustments to the radiator covers so they do not pose a risk to children.

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

How effective is the nursery education?

St Joseph's Pre-School provides a secure, warm and welcoming environment within which children are making very good progress towards the early learning goals.

Teaching is very good. Training is given a high priority and members of the established staff team are clear about their remit. The flexible planning is focussed on themes and children are actively encouraged to contribute to both daily and weekly planning. Effective teaching is provided as there are clear, detailed systems in place to ensure that all aspects of learning are covered regularly in planning, staff use varied teaching methods and seize all opportunities to extend learning. However, encouragement to use the book corner during free play is not always given. Key workers monitor children's progress along the stepping stones, and plan for each child's next stage of development by writing individual play plans. This facilitates all children's good progress, including those with special educational needs and those for whom English is a second language. The well organised daily routine provides a good balance between large and small group activities and free play. Staff have a proactive approach to behaviour management and provide children with clear guidelines. There is an extensive range of clean, readily accessible resources.

Management and leadership are very good. Systems are continually reviewed and changes implemented to address any identified weaknesses. Nursery education is effectively monitored and there is a strong commitment to improving the quality of care and education for all children.

There is a very good partnership with parents. Parents are encouraged to share what they know about their child and to be actively involved in their child's learning. They are provided with good quality information about the provision and children's progress.

St Joseph's Pre-School serves the local community well.

What is being done well?

- All children are making very good progress towards the early learning goals. Children have a positive approach to new experiences, are sociable, confident, imaginative, creative, able to problem solve and well behaved.
- Effective teaching is provided by the established staff team as they are clear about their remit, use varied teaching methods, seize every opportunity to extend learning and have a detailed system for ensuring that planning includes all aspects of learning.
- Key workers monitor progress along the stepping stones and plan for each child's next stage of development by writing individual play plans, so that

every child makes very good progress.

- Leaders continually review systems and implement changes to address any identified weaknesses. They are committed to improving the quality of care and education for all children.
- Staff have a proactive approach to behaviour management and provide children with clear guidelines.
- Staff have a very good partnership with parents, who are actively encouraged to be involved in their child's learning.

What needs to be improved?

- encouragement given to children during free play to use the book corner.

What has improved since the last inspection?

At the last inspection on 04/10/2000 St Joseph's Pre-School agreed to meet two key issues. The first key issue was to continue to develop strategies for the management of three-year-old children's behaviour during work with the whole group. Very good progress has been made against this key issue. Children are aware of the rules within a large group. They only speak at appropriate times and listen to what others have to say. Children are able to concentrate and enjoy listening to stories and singing rhymes.

The second key issue agreed was to continue to develop the play plans for funded children. Very good progress has also been made against this key issue. Play plans are regularly reviewed, shared with parents and ensure that each child is provided with the most appropriate learning opportunities to help them progress, as plans are based on their current stage of development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children have a positive approach to new experiences. In a large group they are beginning to initiate ideas and put forward suggestions for weekly planning. They express their needs appropriately and talk freely about their home and community. Children are well behaved. Friendships are formed within the group and children show concern for others. Increasing independence is shown in selecting activities, personal hygiene and managing clothing.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
------------	-----------

Children have emerging self-confidence to speak to others about their interests. They use increasingly complex sentences to reflect on experiences and to connect ideas. In a large group children listen to each other and to stories. Books are handled with care, and children know how to use them. Children understand that print carries meaning, and are beginning to recognise both their own and other children's names. Older children are starting to form recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children show an interest in numbers and counting. They recognise and can count up to five objects saying one number name for each item. Subtraction is learnt as they participate in singing number rhymes such as 'Ten Green Bottles'. An understanding of patterns is developed through the daily routine. Children show an awareness of shape and use language to describe size and height. They frequently use their own methods to solve practical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
------------	-----------

Children are curious, they want to know why things happen and how things work. They are interested in information and communication technology and know how to operate simple equipment. Differences between features of the local environment are commented upon. Children have an awareness of the cultures of others and are beginning to differentiate between past, present and future. They join and construct using a large range of materials and realise that tools have a purpose.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are aware of healthy practices with regard to eating and hygiene. There is an awareness of personal space when they sit in a large group. They move with confidence both inside and outdoors. They respond to rhythm and music. Increasing control is shown when using both large equipment, such as the chain bridge, and tools requiring fine manipulative skills, for example, pencils and small world toys. Children also know that tools and equipment must be used safely.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children are imaginative and respond in a variety of ways through their senses. They enjoy construction, collage work and painting, combining different media and exploring what happens when they mix colours. Children sing their favourite rhymes in a group and sometimes sing to themselves. Using musical instruments they explore how sound can be changed, and they are able to tap out a simple rhythm. Children play alongside others engaged in the same theme and use props to support role play.</p>	

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.
- Further encourage children to enjoy the book corner during free play on a daily basis.

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.