



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY246627

DfES Number: 515162

INSPECTION DETAILS

Inspection Date 08/06/2004
Inspector Name Gillian Cubitt

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St John's Pre School Merrow
Setting Address 222 Epsom Road
Guildford
Surrey
GU4 7AA

REGISTERED PROVIDER DETAILS

Name The Committee of St John's Pre School Merrow

ORGANISATION DETAILS

Name St John's Pre School Merrow
Address 222 Epsom Road
Guildford
Surrey
GU4 7AA

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. John's Preschool is a committee-run group which was re-registered in 2003. It has its accommodation in a church hall in the Guildford suburb of Merrow. It shares the hall with a number of other organisations so all equipment must be cleared away daily. The children have the use of one large hall and a small enclosed paved area for outside play. The nursery serves children from the local and surrounding areas

There are currently forty children on roll. This includes seventeen funded three-year-olds and seventeen funded four-year-olds. Children attend between two and five sessions per week. The setting supports children with special needs and who speak English as an additional language.

The nursery opens five days a week during school term times. Sessions are from 09:30 to 12:30 on Mondays to Fridays.

Seven members of staff are employed to work with the children. Over half the staff have early years qualifications and one member holds a teaching certificate. There is currently one member of staff working towards a recognised qualification.

The setting offers traditional methods of teaching and receives support from the Early Years Childcare Service. (EYCS)

How good is the Day Care?

St John's Pre-School Merrow provides good care for children aged from two to five years.

The committee and supervisor ensures staff are suitably checked and qualified and they are pro-active in maintaining relevant training. The system of key working ensures that the staff meet the children's needs effectively. The large hall is bright and airy and children have easy access to a broad variety of equipment which develops their independence and confidence. Some books however are not easily accessible and the large area occasionally encourages the children to run about.

The group makes effective use of events happening in and around their area to develop the children's knowledge of their community. Policies and procedures are in place and fully understood by staff and all documentation is well maintained.

Staff have a good awareness of safety and take steps to minimize risks. They have a rigorous system of registering visitors both in and out of the premises. Health and hygiene is promoted within the setting. Children bring healthy snacks and staff are aware of children's dietary needs. All staff have a clear understanding of child protection procedures.

Play opportunities are provided which are planned well, ensuring that children make progress in all areas of learning, although there are some opportunities missed to promote equal opportunities. Most staff have a sound understanding of special needs. The interaction between staff and children is warm and caring. Clear set guidelines for behaviour are in place and most children respond well, although some occasionally become over excited.

The group promote partnership with parents, providing good information on the notice boards and through regular newsletters. Parents are invited to discuss their child's progress and participate in their learning.

What has improved since the last inspection?

not applicable

What is being done well?

- Staff have a strong commitment to developing their childcare knowledge. Most have an appropriate qualification and all take part in short courses in child care to keep up-to-date with current knowledge.
- The committee is very strong and supportive to the staff of the preschool. They regularly review policies and procedures and ensure that all staff read these and sign when they have done so.
- Staff have a good awareness of health and safety whilst the children are on the premises, especially with regard to making children conscious of the dangers of the sun when playing outside.
- The introduction of the snack bar gives children opportunities to choose when they wish to take a break for a drink and nutritious snack.

What needs to be improved?

- the organisation of activities and space to ensure that children do not aimlessly run around and become over excited
- opportunities to learn about different cultures so that children can enjoy playing with resources from different parts of the world
- information in the prospectus for parents so that they have access to brief

details of policies that affect their participation in the preschool, such as making a complaint and child protection.

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	Organise activities and space so that children are not encouraged to run around and become over excited.
5	Increase resources that reflect cultural diversity.

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 St. John's Pre-school, Merrow is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals in most areas of learning with very good progress in physical development.

Teaching is generally good. Staff's understanding of the stepping stones towards the early learning goals is reflected in their teaching. Through effective use of daily activity plans staff are able to cover all six areas of learning as well as being flexible to some child initiated ideas. Children's independence is fostered appropriately and they can access resources with ease. Most aspects of the curriculum are well supported although there is insufficient emphasis in some areas such as music and information and technology. Assessments are made on all children but these are not used to guide their forward planning. Children identified with special needs are well catered for with clear goals for their next level of achievement. Staff listen and interact with children well although at times children become over excited and forget the needs of other children.

Leadership and management is very good. The supervisor works very much as a team member and the committee appraise all staff annually. Training is encouraged and staff have participated in many courses and new ideas are put into practice. The supervisor holds review meetings of the daily activity each day at clearing up time and every member of staff is involved in decision making.

The partnership with parents and carers is very good. They feel welcome and well informed. They appreciate the friendliness and approachability of the staff. Parents receive information about what the children are learning through newsletters, displays of plans and discussions with staff. There are good systems in place for formal and informal feedback regarding children's progress.

What is being done well?

- Parents are valued, they are encouraged to participate in their children's learning by contributing to the profiles and staff invite parents to join in with daily activities.
- Staff encourage children to be independent. Children make decisions when they wish to stop for a break and they wash their plates and clear them away.
- There is good organisation for the use of daily activity plans and all members of staff are involved. Staff are keen to introduce new ideas to the group and try interesting activities with different materials such as spaghetti and jelly.
- The programme for physical development is well planned to give children plenty of opportunities to use their skills at climbing and balancing, as well as promoting their fine motor skills with activities that require the use of small

equipment such as scissors and glue spreaders.

- Staff display flexibility when working on a programme to take into account children's interests and activities that are going on in the local community. Children enjoy the chance to observe what happens when a tree is pruned and the area around the tree is made safe.

What needs to be improved?

- the monitoring and evaluation of child assessments so that these can be used to guide future planning
- the attention given to increasing children's awareness of other children's needs
- the use of resources that extend children's awareness of music
- the provision of opportunities for children to use resources for information and technology.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident as they enter the pre-school. They smile and look forward to their day. Staff develop children's growing need for independence and provide opportunities for them to complete tasks for themselves. Staff constantly reinforce children's achievements with praise and there is a good interaction between staff and children. Children learn about caring for small creatures although some children forget other children's needs when they become over excited.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak clearly and are able to make themselves understood to both their peers and staff. They recite rhymes and do movements. Children enjoy stories and books are used correctly although the library section is basic and children lose interest when a member of staff moves away from the area. Some children enjoy making marks but this is not fully extended through role play activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count each other at circle time. Most children can count to 10. They have fun with card games that promote their awareness of matching pairs and growing numbers. Staff use resources such as play dough and bricks to teach children different shapes and sizes. Exercises to promote and extend the needs of the more able children to learn subtraction are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make good use of their immediate environment to watch local events. Children use various types of manipulative materials such as play dough and sand. They use interlinking toys to build tracks and towers as well as building with old boxes. They watch how small creatures live and move. Opportunities to support learning through information and technology are limited.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have an area for gross physical development and staff change the activity daily to ensure children make the most of their climbing and balancing skills. Staff plan games to show children how to control their bodies in movement. They also learn how to handle small equipment such as scissors and paintbrushes. Children are taught the importance of looking after themselves such as washing their hands before eating. Children eat fruit each day as part of a healthy eating initiative.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use different materials to develop their senses of touch and smell, such as jelly and spaghetti. Children draw freely and use paint in various ways to explore colour and shapes. Children always have a role play area and this is very popular although it can at times become too crowded. Children enjoy dancing to the tape recorder although music is not fully developed through the effective use of musical instruments.

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

- Key Issues
- develop planning to ensure that assessments on children are used to plan activities that take them on their next steps towards the early learning goals
- develop strategies that encourage children to be aware of other children's needs in the group, and encourage children to learn from each other by suggesting less able children seek help from older children
- provide opportunities for children to have well-planned opportunities to work creatively with musical instruments, developing their confidence in rhythm and making sound together.

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.