



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 305334

DfES Number: 582517

### INSPECTION DETAILS

Inspection Date	20/10/2004
Inspector Name	Jane Shaw

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Vincents Pre-School
Setting Address	Manor Park South Knutsford WA16 8AL

### REGISTERED PROVIDER DETAILS

Name	The Committee of St Vincents Pre-School
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### ORGANISATION DETAILS

Name	St Vincents Pre-School
Address	Manor Park South Knutsford Cheshire WA16 8AL

## 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. Vincent's Pre-school was first registered as a playgroup in January 1996. The group is organised and managed by a voluntary committee made up of school and parish representatives who are the registered providers.

The pre-school has the sole use of a purpose-designed and refurbished static unit within the grounds of St. Vincent's Catholic Primary School, Manor Park South, Knutsford. The pre-school is close to the town centre, and near to Manchester Airport. The children have the use of two rooms and a large, fully enclosed outdoor play area. Toilet and hand washing facilities are available within the premises. There is also access to a small kitchen area for the preparation of snacks and the storing of children's packed lunches.

The pre-school operates, Monday to Friday from 09:00 to 15:00, term time only.

The pre-school is in receipt of funding for nursery education for both three and four-year-old children. There are currently 46 children on the register, 30 of whom are three-year-olds who are in receipt of funding. There are currently no children attending the playgroup who have been identified as having Special Educational Needs, or those for who English is an additional language.

There are currently seven members of staff all of whom are appropriately qualified in childcare.

As the pre-school is in receipt of nursery education funding, they have access to a Foundation Stage teacher and other advisory staff from Sure Start Cheshire.

The playgroup is a member of the Pre-School Learning Alliance and was recently awarded Accreditation status.

### How good is the Day Care?

St. Vincent's Pre-school are providing good quality care for children.

The setting is well organised in terms of staffing and the use of available space both in and outdoors to provide a range of activities and experiences. Staff are well organised and deployed during sessions. All staff are appropriately qualified and committed to on-going training and development. Staff interact well with the children, giving good supervision and support to children in their activities. Staff provide a welcoming environment by using colourful displays of the children's own work and by preparing the room prior to arrival. Policies, procedures and the operational plan are comprehensive, well produced and available at all times. All relevant documentation is in place, however, some minor amendments to policies are needed.

Children are cared for in a safe, secure and healthy environment, staff are vigilant about the children's safety using appropriate precautions and conducting regular risk assessments. Healthy snacks are offered mid-morning. Children are encouraged to be independent and to have good hygiene practices. All children are encouraged to, and have the opportunity to participate in all activities and experiences. The manager has a good understanding of the need to provide for children's specific individual needs. Staff have an awareness of child protection issues.

Staff plan a good range of activities and experiences for all. Sessions are planned around themes and involve the children in interesting and stimulating activities. The provision of these activities and opportunities, good resources and staffing have a positive impact on the provision and the children's development and achievements. The group's behaviour management policy focuses on the fostering of a happy atmosphere.

Partnership with parents and carers is good, they speak positively about the care and opportunities their children receive and have access to good information and feedback.

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

The registered providers were asked to address five actions following the last inspection, these related to: the retaining of records, the amending of policies, undertaking specific risk assessments and the provision of drinking water at all times.

The registered providers were asked to amend the complaints policy to show contact details for Ofsted as the regulator. This has been completed and is made available for parents and carers both through the group's policy document and Operational Plan.

The group were also asked to ensure that the actual times of arrival and departure of both staff and children is recorded. The group now have appropriate systems in place to ensure that attendance is recorded.

Two actions related to the recording of all accidents and the undertaking of risk assessments in relation to outings. Both systems are now in place. Accidents to children are recorded on individual sheets and are signed by parents or carers. Risk assessments are conducted regularly on all aspects of the group's care of the children including outings.

The final action asked the group to provide fresh drinking water at all times for the children. Children are given a choice of drink at snack time they also have access to cups and jugs of water at all times throughout the session.

The appropriate completion of these actions ensures that children are cared for within a safe and secure environment and that trips away from the setting are conducted in a safe and appropriate manner. The provision of drinking water at all times helps to promote children's skills of independence and addresses children's individual needs. The retention of certain records and the provision of policies and procedures ensures that parents and carers are kept up to date with the care and well being of their children and information on the group as a whole.

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

- Good use is made of the outdoor play space to provide activities which extend children's learning and curiosity. The group operate a 'free flow' system, where children are able to independently choose/flow between indoor and outdoor activities for part of the morning and afternoon sessions. The outdoor play space is well designed, organised and resourced, staff plan outdoor activities and resources in line with the Early Learning Goals. The use of outdoors allows the children to experiment and be involved in activities on a large scale through the provision of appropriate resources and planned activities.
- Good use is made of indoor space to provide the children with a range of stimulating and interesting activities. The environment is bright and inviting as a result of colourful displays of the children's own work and the layout and preparation of the rooms prior to children's arrival.
- The group have a well formulated Operational Plan and detailed policies, which are available for both staff, parents and carers to view. All parents and carers are asked to read the group's policy document and sign to say that they have done so.
- Staff are committed to developing their skills and knowledge and undertake further training offered, which results in their offering the children a varied and stimulating experience.

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

- the amending of the behaviour management policy to show which member of staff has responsibility for behaviour management issues
- the need to ensure that any referrals made to Child Protection services are reported to Ofsted, reference to this procedure should be contained in the group's child protection policy.

#### **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
13	ensure Ofsted are informed of any referrals made to Child Protection services and make reference to this procedure in the Child protection policy.
11	ensure that there is a staff member who is responsible for behaviour management issues and who is named in the group's policy and procedures document.

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

### How effective is the nursery education?

The provision of funded nursery education at St. Vincent's Pre-school is acceptable and of high quality which enables the children to make very good progress towards the Early Learning Goals in all six areas.

The quality of teaching is very good. Staff are well deployed giving good support and encouragement to children enabling them to learn well. Staff have a good understanding of the Early Learning Goals and are given good guidance on what they should be expecting children to learn from the activities provided. Appropriate resources are made available to ensure that all children are given the opportunity to participate fully. Activities are appropriately matched to the children's level of skill and development as a group and as individuals, which provides them with sufficient challenge. The next steps for children's learning are well evaluated and documented, all children have individual written play plans. There is a well planned programme of activities and experiences in all six areas for both indoor and outdoor play, however, more opportunities for children to practice their large physical skills is a point for consideration.

The leadership and management of the setting is very good. Regular staff meetings take place which involves the planning of the curriculum, evaluation of activities, establishing the next steps for children and the sharing of information from courses attended. The person in charge constantly evaluates the provision, is clear about and committed to, the ongoing development of the group.

An effective partnership with parents and carers is in place. Information on the educational provision and Early Learning Goals is available through the pre-school's policy document and notice boards along with information on planning and topics. Parents, carers and their children have introductory visits and are invited to regular open evenings where they are able to meet key members of staff and discuss children's progress and achievements.

### What is being done well?

- Good use is made of the outdoor play space. This has been well designed and is used by staff to provide the children with access to good resources and interesting activities in line with the Early Learning Goals. Children are given the opportunity to choose whether they wish to play either in or outdoors (weather permitting) for a period of time during each session. Activities outdoors are planned in line with the Early Learning Goals which ensures that children are receiving good learning opportunities across all six areas.
- Staff promote the good use of books, children access the book corner both with and without adult support. Themes are planned around particular books, or incorporate specific stories and enable the staff to use books as a source

of reference with the children.

- Staff ratios are good and enable the children to receive good support and encouragement in their activities. The group operate a key worker system where children work with an identified member of staff, regular observations and assessments of children's progress are undertaken. All children have individual play plans which all staff are aware of.
- Good opportunities are made available for the children to use natural materials and to be involved in activities which promote their senses.

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

- the provision of additional opportunities for children to practice large physical skills to further enhance their existing competence in this area.

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

Very good progress has been made in response to the five key issues raised following the last inspection in 2000.

The setting were asked to encourage the training and professional development of the staff so there is a higher proportion of qualified staff promoting the children's learning. All staff are now qualified and undertake regular training.

The group was asked to give greater priority to developing the children's reading and writing skills in order to enable them to recognise words and to write for a purpose. Children make good use of a well resourced book area both with and without adult support, sessions include story times where children sit quietly and listen to well read stories. Children have access to opportunities to practice their writing and mark making skills through the provision of a writing area, writing materials within role play areas and outdoors to make and record their observations.

The third key issue asked that the pre-school provide more practical activities to enable children to begin to solve problems, record numbers arising from practical activities and to develop an understanding of early addition and subtraction. Appropriate activities are made available for the children to develop an understanding of numbers, number operations and mathematical concepts.

The pre-school were asked to develop the use of the children's records in order to encourage parents to consult and contribute to them and to identify, and then plan to provide for, the children's individual learning needs. Records of achievement are available at all times along with regular open evenings which parents and carers contribute to. Staff produce individual play plans for all children.

The final key issue asked the setting to ensure that all staff are aware of the Code of Practice on the Identification and Assessment of Special Educational Needs. An appropriate policy is now in place and identified staff have attended relevant training.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident and independent arriving happy and eager to participate. They are independent as they select toys, equipment, decide upon activities to be involved in and undertake personal tasks. They are developing relationships with one another playing co-operatively at activities. Staff encourage children to share and take turns with toys and equipment. Staff are good role models and have high expectations of the children and as a result children's behaviour is good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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With staff support and encouragement children show confidence when speaking in front of others and are developing good language and vocabulary skills. They sit quietly and listen to stories, to each other when talking and to instructions given by staff. Children have access to a good range of books, staff also use books with the children for reference during particular topics of work. Good opportunities are made available for children to practice their writing and mark making skills.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are beginning to develop an understanding of mathematical concepts and are given opportunities to match and sort as they help to tidy away toys and equipment at the end of the session and play matching games. They recreate patterns using a variety of appropriate toys and equipment such as, threading and pegboards, they are beginning to count as they play board games. Children have opportunities to see and use numbers on a daily basis through different number charts/lines and activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have many good opportunities to explore and experiment indoors as they look at colours and lights and on a larger scale in the well planned outdoor area as they watch what happens as they pour water down drain pipes. Children look at nature, the natural world and use natural materials. They competently design three-dimensional models from a range of construction toys and equipment. Planned themes and activities enable children to consider and celebrate other cultures and differences.



### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

A range of equipment and activities enables the children to develop physical skills, they use small tools and equipment with competence using scissors, paintbrushes, play dough cutters and pencils as they write. There are opportunities made available for the children to work with a variety of malleable materials, which they do so with control and skill. Opportunities for children to practice large physical skills on a more frequent basis would further enhance their existing good skills.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Displays of children's work shows that they are able to use a variety of textures and techniques in their art/craft work having opportunities to see and use natural materials. There are opportunities to be involved in experimental play using water, sand, play dough and other tactile experiences. Children have access to well resourced role-play areas both in and outdoors and are able to use these areas both independently and with adult support. Regular access to musical instruments is planned.

**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 the following point for consideration should be considered in the Action Plan:
- provide further opportunities for the children to practice large physical skills to enhance and build upon their existing competence in this area.

*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.*