



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 256825

DfES Number: 516778

INSPECTION DETAILS

Inspection Date	22/11/2004
Inspector Name	Lesley Ann Barrett

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Stanground St. Johns and St Michaels Pre-School
Setting Address	St. Johns Primary School Chapel Street, Stanground Peterborough Cambridgeshire PE2 8JG

REGISTERED PROVIDER DETAILS

Name	The Committee of Stanground St. Johns and St Michaels Pre School 1045382
------	--

ORGANISATION DETAILS

Name	Stanground St. Johns and St Michaels Pre School
Address	The Mobile Chapel Street, Stanground Peterborough Cambridgeshire PE2 8JG

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

Stanground St. John's Pre-School was established in 1995. It is situated within the grounds of St. John's Primary School, in Stanground, a suburb to the south of Peterborough City Centre. It serves the local area and surrounding villages.

The Pre-School have sole use of a mobile building aswell as use of the school hall and outdoor play areas. A maximum of 25 children may attend at any one time. The pre-school is open during term time, each week day, from 09.00 to 11.30hrs and 12.30 15:00hrs. The hour from 11.30am to 12.30pm each weekday is offered as an extended care period.

There are currently 55 children aged from 2 to 4 years on roll. Of these, 22 children receive funding for nursery education. The setting has experience of supporting children with special educational needs and those who speak English as an additional language.

Nine staff members work with the children, many on a part-time basis. Over half of these staff have a recognised early years qualification. 3 members of staff are currently working towards a level 2 qualification in early years. The setting receives support from a pedagogical teacher and childcare advisor from the Peterborough Sure Start Strategic Partnership.

How good is the Day Care?

Stanground St. John's Pre-School provide good quality of care for children.

Staff work well as a team, and are aware of their own roles within the group. Staff strengths are identified, when organising key-worker groups, to ensure that children's individual needs are met. Effective deployment of staff ensures that children have sufficient support inside and whilst playing outside. The premises is organised into separate areas to enhance children's learning. However, some areas have become cluttered and prevent children from moving around freely.

Staff have a clear understanding of children's safety. Fire safety precautions are in place and fire drills are practised regularly. However, the maintenance of the premises needs addressing particularly with regard to the ramp leading from the fire exit. Hygiene practice is good and staff protect children from the spread of infection by teaching them about the importance of hand-washing. The flexible organisation of snack-time encourages children's independence skills and a varied range of healthy snacks are provided.

Staff interaction with the children is good. A less structured environment is provided where children are free to make decisions and choose their own activities. They are provided with regular opportunities to play, either inside or, in the outdoor play area during each session. Staff are calm and consistent in their approach to children. They are polite, act as good role models and manage children's behaviour sensitively. Children know what is expected of them and are learning right from wrong. Positive images of race, gender and culture are promoted both through play equipment and attractive wall displays and posters.

Parents are provided with comprehensive information about the setting. They are encouraged to participate in the group through a non-compulsory parent rota system and the committee. All regulatory documentation is in place and is organised to a high standard.

What has improved since the last inspection?

The group have made good progress with the actions raised at the last inspection and this has had a positive impact on the standard of care provided for children.

They are aware that committee members must complete the vetting process. The current chairperson has full clearance and the appropriate forms are being submitted for other committee members following the recent AGM.

For children who may need to rest during their time at the pre-school cushions and bean bags are available.

A procedure to be followed in the event of a child being lost is now in place and parents are notified of changes to procedures via a newsletter.

The system for recording children and staff attendance includes their exact times of arrival and departure.

What is being done well?

- Staff know the children well. Their awareness of children's individual needs and warm interaction encourages the child to respond well to adults and children.
- The displays of children's work at their height, posters, and colourful decoration, is welcoming to children and helps them to settle.
- Flexible organisation of snack-time encourages children to make choices and

increase their independence as they pour their own drinks and chose their snack.

- Staff have a clear understanding of behaviour management strategies. They effectively promote positive behaviour to help raise children's self-esteem. They are clear, and consistent, in their approach to behaviour management to ensure that children are familiar with the boundaries.
- Effective organisation of all documentation supports the successful management of the group.

What needs to be improved?

- maintenance of the ramp leading from the fire exit
- layout of premises to ensure areas do not become cluttered.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since 1 April 2004 Ofsted has not received any complaints about this provider.

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	Ensure that the premises are maintained with particular regard to the ramp from the fire exit.
4	Ensure that the children's play areas do not become too cluttered.

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 Stanground St John's Pre-School is generally good. It enables the children to make very good progress towards the early learning goals in Personal Social and Emotional and Mathematical Development and generally good progress in all others areas.

The quality of teaching is generally good. Staff are calm, friendly and interact positively with the children. They plan a good range of practical activities and provide children with a varied selection of resources to extend their learning. However, some staff have limited knowledge of how to adapt an activity to meet particular children's needs. There is a wide range of equipment in place to promote all areas of children's development, although organisation of the mark-making table and the role play area does not provide children with a full range of learning opportunities. Plans are comprehensive and link to areas of learning, the learning objective and provide information for adults regarding their role in the activity. A key worker system is in place and children are regularly observed to monitor their progress. Currently there are no formal procedures in place to identify children's next steps or target children.

The leadership and management is generally good. Staff meet regularly to discuss the curriculum planning. The manager identifies staff strengths and weaknesses through an appraisal system and all staff are encouraged to participate in further training. The supervisor provides a positive role model.

Parents receive regular information about the curriculum, how they can be involved in their child's learning, and topic of the week, via the parent notice board, newsletters and information booklet. They are made aware of their child's record of achievements and are aware that they can be viewed at any time. Meetings are organised twice a year so that staff can formally share information with the parents.

What is being done well?

- Children's personal social and emotional development is fostered well. Children are confident and show good concentration skills. Staff provide a warm and caring environment where children can feel relaxed and settled.
- Planning, and implementation, of activities are introduced across all areas of learning to reinforce children's understanding of a particular topic.
- Children's mathematical skills are fostered well through meaningful, planned activities and use of daily routine. children are confident at using numbers in their play and staff help to extend their mathematical vocabulary.

What needs to be improved?

- staff knowledge of how to adapt an activity to meet a child's individual needs
- extension of role-play and mark-making table
- system for identifying children's next steps and/or target children.

What has improved since the last inspection?

The setting has made good progress since the last inspection and this has a positive impact on the nursery education for children.

At the last inspection they were asked to improve the management of children at the beginning of the session and at times where there is a change in activity so that learning time is not lost.

At the beginning of the session children now group together for a short registration time and introduction of activities for the session.

A less structured environment has been adopted to enable a continuous flow of activities, inside and outside, so that children do not lose valuable learning time.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Children have good relationships with each other and adults in the group. They are confident, happy, relaxed and are developing good independence skills as they learn to put on their own coats, shoes and chose their own resources. They show good perseverance and concentration as they join in with group activities. Children play co-operatively and are able to share, and take turns, when cooking or playing games. They are well-behaved and have a good understanding of right and wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children enjoy listening to stories, and joining in with rhymes, during group activities and on a 1 to 1 basis. They are provided with various opportunities to practise their writing skills, in free play and structured activities, as they write their invitations and play with chalk outside. However, the mark-making table lacks a variety of materials. Children are provided with regular opportunities to recognise their own name and are learning to link sounds with letters.

MATHEMATICAL DEVELOPMENT

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

Children are confident at using numbers in their play. They are learning to count to 10 and beyond and recognise a range of numerals through games such as 'Ladybird Maths' and nursery rhymes such as '1,2,3,4,5 once I caught a fish alive'. Cooking activities provide children with opportunities to learn about weighing. Well planned topics enable children to explore simple addition, positional and directional language, measuring themselves and an 'Amaryllis'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Well planned topics provide children with opportunities to experiment and investigate as they bake cakes and mix cornflour. They are provided with a wide range of materials for designing and constructing as they make crowns, houses for the 3 little pigs and Lizzie puppets. However, insufficient support was provided for less able children. Children effectively learn about other cultures, and traditions, as they participate in Diwali celebrations. They are developing a sense of technology.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children successfully use a range of large and small equipment. They confidently pedal bikes forwards and backwards, and are provided with regular opportunities to enjoy obstacle courses, and use a parachute. They are learning to use scissors to cut paper, sellotape and felt and use rollers and cutters to make playdough shapes. Children are beginning to pour their own drinks and are developing an awareness of the importance of good hygiene as they are reminded to wash their hands before cooking.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children effectively work with a range of materials such as sand, water, cornflour, clay and pasta. They take part in many activities which enable them to explore materials and make two, and three, dimensional creations. They enjoy singing familiar songs and plans show evidence of activities using musical instruments. Children show good imaginative skills, although the organisation of resources in the role play area limits their ability to develop in all areas of learning.

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

- Improve staff knowledge of how they can adapt an activity to meet a child's individual needs and extend the learning opportunities for children at the mark-making table and in the role play area.
- Consider how a system can be adopted to identify children's next steps for learning and target 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.