



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 148683

DfES Number: 519089

INSPECTION DETAILS

Inspection Date	24/06/2004
Inspector Name	Heather Fletcher

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	St Sebastians Pre-School
Setting Address	St. Sebastians Church Nine Mile Ride Wokingham Berkshire RG40 3AT

REGISTERED PROVIDER DETAILS

Name	The Committee of St Sebastians Pre-School 1052939
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ORGANISATION DETAILS

Name	St Sebastians Pre-School
Address	St Sebastians Church Hall Nine Mile Ride Wokingham Berkshire RG40 3AT

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. Sebastian's Pre-school opened in 1990. It operates from a community church hall in Wokingham, Berks, adjacent to the site of St. Sebastian's Church of England Primary School. The group has the use of a large hall with a separate kitchen, toilets and storage rooms. There is an enclosed outdoor grassy play area. The pre-school serves the local community.

There are currently 39 children from 2 to 5 years on roll. Children may continue to attend the Pre-school whilst waiting to enter St. Sebastian's C. of E. Primary School, which they start at the beginning of the term following their fifth birthday. There are currently 23 funded 3-year-olds and 14 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and those who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions run from 09:15-15:00 on Mondays, Tuesdays and Thursdays, 12:30-15:00 on Wednesdays and 09:15-11:45 on Fridays.

Eight part-time staff work with the children. Half the staff have early years qualifications to NVQ Level 2 or 3. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

St. Sebastian's Pre-school provides good quality care for children. The provision is well organised and high adult:child ratios are maintained. Children have plenty of space to play and learn, both indoors and outside, and a good selection of age-appropriate furniture, toys and resources is provided. Clear policies and procedures are in place though some minor revision is required in some areas.

Children are encouraged to be safety conscious and are reminded, for example, to walk, not run, in the hall, to prevent possible accidents. Staff are deployed well to ensure children are always within their sight, and the pre-school is aware of the need

to be vigilant about the security of the premises. Children are encouraged to develop good health and hygiene practices, and there are clear written procedures to protect children from the possibility of illness and infection. Children are able to access a drink for themselves at any time.

Children have opportunities to explore and investigate with a wide range and balance of activities which staff plan and provide to support learning in all areas. Children show interest and enthusiasm, they ask questions and make decisions as they negotiate and collaborate together when playing. All children are encouraged to try all activities, and they learn to have respect for others. Children are confident and self-assured. They relate well to adults and peers, and behaviour is generally good. Staff act as sound role models and they offer children lots of praise and encouragement.

There is a good partnership with parents, who value the quality of care and the happy atmosphere which is provided. Parents receive a Pre-school prospectus with details of what their children will be learning, and there are regular newsletters. There is a daily informal exchange of information.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The Pre-school is well organised and staff are deployed well to support children's learning.
- Good use is made of the indoor and outdoor environment.
- Staff develop children's language, mathematical thinking and imagination with a good range of well planned activities.
- Children are confident and self-assured and they form warm relationships with adults and peers.
- Children are encouraged to be safety conscious within the environment, and they are developing good health and hygiene skills.

What needs to be improved?

- the procedure for consistently ensuring the security of access to the outdoor area
- the policy relating to the administration of medicines, the complaints procedure, and the arrangements for sharing ACPC guidelines with parents.

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
14	Ensure that the ACPC (child protection) guidelines are shared with parents
6	Ensure security of access to outdoor play area is monitored daily to ensure children and staff are safe.
14	Ensure the Medication Policy is amended so that parents sign to acknowledge the administration of any medicines.
14	Ensure that the Complaints Procedure is revised and updated to refer to Ofsted, and that this is shared with parents.

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

How effective is the nursery education?

St. Sebastian's Pre-school provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals. Provision for their communication, language and literacy skills, and their mathematical and creative development, is particularly strong, and they make very good progress in these areas.

The quality of teaching is generally good. Staff are deployed well to support children's learning. Warm relationships exist and children's self esteem is promoted through lots of praise and encouragement. Staff use open ended questioning techniques to encourage children to think deeper, and they revisit previous topics to consolidate understanding. Staff have a sound knowledge of the Foundation Stage and effective curriculum planning is in place. However, activities are not always evaluated sufficiently to inform future planning for individual children. Observation and assessment systems are not consistently effective.

The leadership and management of the pre-school is generally good. The Headteacher is long established and experienced, and she is well supported by her staff and a hard working Chair and management committee. Detailed policies and procedures are in place. There are effective contingency arrangements in the event of staff absence, and the pre-school is well resourced with sufficient and suitable furniture, toys and equipment. There are some weaknesses with regard to the evaluation of activities, and observation and assessment systems.

The partnership with parents is generally good. Parents receive information about the pre-school and what their children will be learning. They appreciate the range of activities and the good quality care which staff provide. Parents are welcomed into the group to share their knowledge and skills. However, some parents feel that insufficient formal feedback is offered about their children's progress and achievements.

What is being done well?

- Children have a strong exploratory impulse, and staff plan and devise a range of interesting activities which enable children to experiment and make good progress in all areas.
- Children are confident and self assured. They initiate and maintain conversations with adults and peers, and ask relevant questions.
- Children are encouraged to develop their mathematical skills during role play and well planned adult led activities which capture their imagination, for example, a number and shape 'washing line'.
- Children use their imagination and express their creativity through a range of both well planned and more spontaneous artistic and musical activities, for

example children make kites, streamers and enjoy blowing bubbles on a windy day.

- Staff interact well with the children throughout the session. They pose challenging questions to make children think deeper and extend their vocabulary. They revisit topics to consolidate understanding.

What needs to be improved?

- opportunities for children to develop IT skills and observe the features of living things, and for them to have access to outdoor apparatus which provides appropriate challenges
- the evaluation of adult led activities, to better inform future planning, and the consistent recording and monitoring of children's progress through the stepping stones, so that it is clear what individual children can do and need to achieve next.

What has improved since the last inspection?

The pre-school has made generally good progress with regard to the key issues which were raised at the last inspection, relating to opportunities for problem solving in the area of mathematics, and planning systems. Children now have frequent opportunities for problem solving in the area of mathematics, for example, a role play area which is set up imaginatively as a railway station. Children count the number of passengers, issue tickets and discuss platform numbers and the time at which trains arrive and depart. There has been more limited progress in the area of planning, as currently inefficient activity evaluations and inconsistent observation and assessment systems hamper staff's ability to define and plan ahead appropriately for what individual children can do, and need to achieve next.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children display interest, excitement and enthusiasm. They are independent and confident. They pour drinks for themselves and go off to the toilet on their own, but there are limited opportunities to select tools and resources. Children form warm relationships with adults and peers and they happily chat or ask questions about things that interest them. They collaborate and negotiate, and generally listen well, but some children find it difficult to settle at times in large group situations.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are confident speakers. They use language to communicate and articulate their thoughts as they play together, and they are building a wider vocabulary as they talk with staff during activities. Many children recognise their names, and they are making links between sounds and letters as they form letters in sand, or create 'tactile' letter collages. Children enjoy browsing at books and listening to stories and poems. They show an understanding of character, sequence, rhyme and rhythm.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count reliably to ten and many count to twenty and beyond. They can select the correct numerals to indicate how many children are present. Children compare numbers and are beginning to make simple calculations. They add up the number of boys and girls, and calculate how many are left if some children leave the group. They correctly identify shapes and discuss size, position and capacity as they play. Children recognise patterns and can reliably sequence and order by shape and number.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children explore and experiment; they discuss what makes water turn red, or create a 'volcano' with bicarbonate of soda. They design and construct with a range of materials, and junk model a large train or make kites from bags and streamers. They ask questions about why things happen or how things work, such as when they investigate bubbly water or magnets. However, there are limited opportunities to investigate the features of living things, and no opportunities to develop IT skills.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children show balance and co-ordination as they run around and use outdoor apparatus, although this currently lacks sufficient challenge. They allow others room to join the line or sit during group sessions. Children are developing good health and hygiene practices, and know to wash their hands regularly or shield their mouths when they cough. They recognise that exercise makes them feel hot. Children manipulate with a range of small tools and malleable materials to develop fine motor skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colours and textures when they paint or create collages with different types of materials. They examine a selection of musical instruments, note similarities and differences in their appearance and compare the sounds they make. Children engage together in role play. They devise and act out narratives and pretend to be train passengers, or police officers directing the traffic. They explore with all five senses, and enjoy flying kites in the wind or playing with bubbly water.

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 opportunities for children to develop IT skills, study the features of living things and have access to outdoor apparatus which provides appropriate challenges.
- revise systems to evaluate adult led activities, to better inform future planning for individual children, and ensure observation and assessment systems are consistently monitored so that it is clear what individual children can do and need to achieve next.

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.