



Office for Standards  
in Education

## DAY CARE INSPECTION REPORT

URN 103846

### INSPECTION DETAILS

Inspection Date	23/09/2004
Inspector Name	Stephanie Graves

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Lukes Pre-School Pre-School (Rochester)
Setting Address	City Way Rochester Kent ME1 2BQ

### REGISTERED PROVIDER DETAILS

Name	The Committee of St Lukes Pre-school (Rochester)
------	--------------------------------------------------

### ORGANISATION DETAILS

Name	St Lukes Pre-school (Rochester)
Address	10 Nickleby Close Rochester Kent ME1 2LE

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

### Information about the setting

St Luke's Pre-School (Rochester) has been operating for over 40 years. The setting is based in a Community Hall attached to St Luke's Church, Rochester. It is managed by a committee of parents and serves the local community.

There are currently 49 children from two to five years on roll. This includes 25 funded 3-year-olds and 16 funded 4-year-olds. Children attend for a variety of sessions. The setting supports three children with special needs and three children who speak English as an additional language.

The setting opens on Monday, Tuesday, Thursday and Friday mornings, 09:15 until 11:45. Afternoon sessions are currently available on a Monday and Tuesday, from 12:30 until 15:00. The setting operates during school term times only.

There are three full time and five part time staff, working with the children. In addition, three part time volunteers support the group. The staff are very established and all have an early years qualification. The setting is a member of the Pre-school Learning Alliance and receives support from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

St Lukes Pre-School (Rochester) provides good care for children. Staff work well as a team and offer a warm and welcoming environment to children and their families.

The sessional care is organised well. The majority of staff are qualified to the required level and training updates are planned regularly. A range of policies and procedures are in place and available to parents, but the child protection policy lacks the necessary detail. A daily attendance record is in place, but does not show core arrival and departure times. Toys and equipment are checked regularly for hygiene and safety.

The children are safe and well cared for. A written risk assessment ensures the premises are secure and children are supervised at all times. An emergency evacuation procedure is practised with the children. Accident and medication records are in place but the medication records lack detail. All staff have current first aid training. Children's dietary requirements are met in agreement with parents. A written child protection procedure is in place and the manager has a positive attitude

towards updating staff training, to current requirements. Children with special needs and their families, are supported very well.

There is a good range of toys and activities, which help all children develop in all areas of learning. There is a range of books and resources representing positive images of race, culture, gender and disability. Children speaking English as an additional language receive very effective support. Staff are good role models. They spend time talking and playing with the children and praise their achievements and good behaviour.

The partnership with parents is very good. A range of written information is available and staff ensure parents receive regular information regarding children's progress. Parents feel included and informed about the care and education provided.

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

Not applicable.

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

- The setting is well organised. Staff work well as a team. They provide a warm and welcoming environment for all children and their families. All staff have current first aid training. The manager has a positive attitude towards updating any necessary staff training, to current requirements. Children can play and learn in a professional and caring environment.
- The provision for children with special needs, is good. Parents and outside agencies are included and involved wherever necessary, to ensure the children are supported appropriately. There is an information file for parents and staff and all relevant records and documents are in place. Children with special needs receive effective support and their development is planned and recorded. Through careful planning, staff ensure children with special needs are offered the same opportunities to play and develop, as their peers. All children are valued as individuals and their needs are addressed.
- The partnership with parents is very good. Written information includes a welcome pack, policies and procedures, information relating to equality of opportunity and a general information file regarding child development. Parents are invited into the setting to share their special knowledge and skills and their children's records are shared with them. Written evidence shows that parents feel supported, included and informed about the care provided.

#### **An aspect of outstanding practice:**

The setting has an excellent attitude towards equality of opportunity. Policies and procedures promote inclusion for job applicants, current staff, volunteers, all children and their parents. Written information includes a welcome statement in several languages to meet the needs of parents of children who speak English as an additional language. Key words provided by parents, ensure staff can adequately support the children in their home language. Written labels around the setting, promote this concept further. Children with special needs are supported well. A

special needs file includes records of meetings with parents, children's individual education plans and information for staff and parents. A special needs diary shows when associated professionals visit the setting. There is a good range of toys, equipment and resources to meet the needs of all children. Many of these promote positive images of race, culture, gender and disability. Children are welcomed and valued as individuals. Their individuality is recognised, respected and celebrated, in partnership with parents. Children feel included and receive the correct support to ensure their confidence and self-esteem is promoted at all times.

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

- the notification to Ofsted, regarding the transfer of registration
- the daily attendance record, to show core arrival and departure times
- the medication records, to ensure entries are detailed and are countersigned by parents
- the training, to include current child protection requirements.

#### **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
1	Ensure written notification is sent to Ofsted, regarding the transfer of registration to the committee.
7	Ensure medication records meet with requirements.
13	Update child protection training to current requirements.

## **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.*