



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 306491

DfES Number: 510889

### INSPECTION DETAILS

Inspection Date 10/07/2003  
Inspector Name Lynne Roberts

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name St Andrews Pre-School Playgroup  
Setting Address St Andrews Primary School  
Townfield Lane  
Bebington  
Wirral  
CH63 7NL

### REGISTERED PROVIDER DETAILS

Name The Committee of StAndrews Playgroup Committee

### ORGANISATION DETAILS

Name StAndrews Playgroup Committee  
Address StAndrews Primary School  
Townfield Road  
Bebington  
Wirral  
CH63 7NL

## 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. Andrew's Pre-School Playgroup opened in 1993. It operates from a self contained room linked to St. Andrew's C of E Primary School, which is situated in Bebington. The children have access to a main playroom, an entrance area containing two toilets and an outside play area. The nursery serves the local residential community.

The group is registered to provide a service for 22 children aged from two years to five years. There are currently 43 children on roll, of which 28 are funded three year old children and 12 are funded four year old children. There is one child attending who has special educational needs but no children who have English as a second language. Children attend for a variety of sessions.

The group opens five days a week during school term time. Sessions are from 9:00 a.m. to 11:30 a.m. and from 12:30 p.m. to 3:00 p.m.

The group is run by a committee with a full time manager who leads a team of four qualified staff. At least three adults are present at each session. The playgroup is supported by the Early Years Development and Childcare team.

### How good is the Day Care?

The nursery provides good care for the children.

Staff give priority to ensuring children are safe, both inside and outside, the playgroup. They carry out procedures outlined in safety policies, however, risk assessments are not fully documented. Staff follow comprehensive policies and procedures to promote the welfare, care and learning of children. The operational plan, which reflects the good practice of this group, is still being developed.

There are procedures in place to ensure that staff have a consistent approach to their work, such as regular team meetings and induction training. Staff recognise children as individuals and meet their differing needs well. The quality of the staff

interactions enhance all aspects of the children's development.

Staff plan a programme of activities and set them up in an interesting and thoughtful way, with accessible resources to support the children's learning. However, children are not selecting resources independently, from the storage areas, during free play. Some learning opportunities are missed during snack times. Staff record the children's progress to inform the future planning. The children are interested and fully involved in activities and are keen to communicate with adults and each other. Staff consistently apply documented strategies to encourage the children's good behaviour.

There is a very good partnership with parents and carers. They are kept informed of the daily activities through regular newsletters and photographic displays. Information to promote the care and learning is also regularly exchanged.

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

At the last inspection the provider agreed to ensure that persons of whom there is no evidence of being vetted submit the relevant clearance forms; keep a record of visitors; ensure that the child protection procedure complies with the local Area Child Protection Committee (ACPC) procedures and develop staff's knowledge and understanding of child protection issues.

All the staff have submitted the relevant forms. A visitors book has been implemented. The child protection policy needs to be further reviewed to ensure that it is in line with the local Area Child Protection Committee (ACPC) procedures and a procedure to be followed in the event of an allegation of abuse against a member of staff needs to be added. All the staff have attended a Child Protection Awareness training programme led by the N.S.P.C.C.

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

- A range of activities are planned to meet the needs of the children. Adults are interested in what the children say and do, ask questions to make them think and use their observations to record the children's progress. Children have opportunities to be active indoors and outdoors. (Standard 3)
- Staff have regard for the Code of Practice for the Identification and Assessment of Special Educational Needs and there is an effective system in place to provide good support. (Standard 10)
- Staff value and encourage the children's good behaviour and are consistent in their use of appropriate strategies to manage unwanted behaviour. Children are praised and rewarded for their achievements. (Standard 11)
- Partnership with parents is actively encouraged. A display of photographs, which is changed weekly, clearly informs parents about the nursery provision. News letters are sent and parent evenings are held. (Standard 12)

**What needs to be improved?**

- the provision of appropriate crockery at snack times. (Standard 5)
- the written procedures for child protection and complaints. (Standards 12&13)

**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
5	provide appropriate crockery at snack time.
14	improve documentation by - including the procedures to be followed in the event of an allegation of abuse or neglect being made against a member of staff, in the written statement on child protection. - including the name, address and telephone number of the regulator in the complaints procedure.

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

### How effective is the nursery education?

St. Andrew's Pre-School Playgroup offers a generally good quality nursery education which enables the children to make generally good progress towards the early learning goals.

Children are learning through a range of activities and progress in personal, social, emotional development, communication, language and literacy, mathematical development and in creative development is generally good.

Progress in knowledge and understanding of the world and physical development is very good.

Teaching is generally good with systems in place to assess and record the children's progress and inform the planning. Children's learning is reinforced through a variety of planned activities but learning opportunities are missed during routine activities, e.g. snack time. There is a good range of resources, however, opportunities for the younger children to select their own equipment and work independently requires further consideration. Staff provide very good support for children attending who have identified educational needs.

Leadership and management is generally good. The staff understand their roles and responsibilities and are committed to improving the quality of the provision. Regular planning meetings take place. Staff are encouraged to further their personal development.

The partnership with parents is very good. Parents are provided with good written information and receive ongoing information about their child's progress.

### What is being done well?

- Children are confident, well behaved and able to work in groups.
- Children show concern for others, living things and the environment.
- Children are communicating with each other and the staff, listen with enjoyment to stories and are exploring the meaning of words.
- Children are learning about their environment, their own cultures and beliefs and that of others.
- Children know how to operate and perform simple functions on information and communication technology apparatus and programmable toys.
- Staff work well as a team, are good role models and make good use of assessment systems and information received from parents to inform the planning of activities.

- Partnership with the parents is very good and relationships are well established.

**What needs to be improved?**

- the opportunities for children to select their own learning materials.
- the children's opportunities to count and calculate during daily routines and practical activities.
- the provision of creative activities that promote the children's use of their imagination.

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

The setting has made generally good improvement since the last inspection. Staff have identified games that the children can play with limited adult help. Staff have also identified practical activities where children can begin to problem solve. However, further consideration needs to be given to ensuring that art and design activities are less teacher directed.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's progress in personal, social and emotional development is generally good. Children's behaviour is very good and they are sensitive to the needs of others showing an awareness of each other's feelings. The children concentrate on tasks and work well in groups but opportunities for them to select their own learning materials could be increased. Learning opportunities are missed at snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in communication, language and literacy is generally good. They interact with each other and the staff confidently. They listen with enjoyment to stories, extend their vocabulary, explore the meaning of words and locate information in reference books. Children's spoken language is developing well and they have access to writing materials in free play, however, opportunities to write for a purpose, on a daily basis, are limited.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. Many children count beyond ten and some recognise numerals to nine. They learn about addition and subtraction through good planned activities, however, they do not often consolidate this learning during routine activities. Children are able to match items and colours and use language to describe size. Children confidently sing number rhymes and songs.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. The children are able to talk about past and present events in their lives. Children learn about the natural world and features of their environment. Children are learning about their own cultures and beliefs and that of others during daily play and planned activities.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. Children are able to move confidently with control and are developing an awareness of space. Children use a range of equipment appropriately and handle malleable materials and construction equipment with increasing control. They learn about the importance of personal hygiene and how to keep pets healthy.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children's progress in creative development is generally good. Children explore sounds and use their imagination in music, dance, stories and role play. Children are developing their creative skills during free play, however, many of the planned activities are adult directed so children are limited in expressing their own ideas.

**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**

- increase opportunities for the younger children to select their own learning materials and work independently.
- use the daily routines and practical activities to develop the children's ability to calculate and consolidate their understanding of mathematics.
- increase opportunities for children to select their own tools and use their imagination in art and design.

*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.*