



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY257293

DfES Number: 537177

### INSPECTION DETAILS

Inspection Date	20/09/2004
Inspector Name	Margaret Moffat

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Joseph's Pre-School Group
Setting Address	The School House, Priory Road Chalfont St. Peter Gerrards Cross Buckinghamshire SL9 8SB

### REGISTERED PROVIDER DETAILS

Name	The Committee of Enterprise Committee
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### ORGANISATION DETAILS

Name	Enterprise Committee
Address	St Joseph's School Gerrards Cross Buckinghamshire SL9 8SB

## 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 Joseph's Pre-school Group has been established for over 20 years and at the current premises since 1999. It operates from a classroom in St Joseph's RC Combined School in Chalfont St Peter. Children have access to toilets, cloakroom and an enclosed outside area. The pre-school serves the local area and is owned by a sub group of St Joseph's School governors.

There are currently 57 children from 2 years to under 5 years on roll. This includes 37 three-year-olds and 4 four-year-olds who are in receipt of nursery education funding. Children attend for a variety of sessions. The group supports children with special needs.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:30 and from 12:45 until 15:15.

Eight part time staff work with the children. Over half the staff have early years qualifications to level 2 or 3. Two staff are due to commence courses working towards a recognised early years qualification. The group receives support from the Early Years Development and Childcare Partnership (EYDCP) and staff regularly attend relevant training offered by them. The group is a member of the Pre-school Learning Alliance (PSLA)

### How good is the Day Care?

St Joseph's Pre-school Group provide good quality care for the children. Staff work well together as a team and high ratios of qualified and experienced staff ensure children are well supported and cared for. Staff provide a warm and welcoming environment for the children and their families. Good use is made of available space and staff are deployed effectively. A good range of interesting toys and equipment are available to support children in all areas of learning. All documentation is in place although some lacks the necessary detail.

Staff have a good awareness of safety issues and there are good procedures in

place to ensure hazards are minimised to safeguard the children. There are good hygiene routines in place and staff encourage children to become independent in their personal care. Staff are aware of children's dietary needs and allergies and these are recorded. Staff promote healthy eating through the snacks and drinks offered, which parents contribute to through donations of fruit. Staff are aware of the need to protect children and the procedures to follow if concerned about a child.

Staff know the children well and interact with them appropriately to encourage learning and development. Daily routines ensure children are happy, secure and gain independence. There is a large range of good quality toys and activities easily accessible to the children. Staff have high expectations of children's behaviour. Children behave well and respond positively to the clear guidance and praise offered by staff.

Staff develop good relationships with the parents. There are effective procedures in place to keep them informed about their children and the provision. parents report they are happy with service provided.

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

Not applicable.

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

- Staff form good relationships with the children and know them well. They spend time talking and playing with them, helping them to learn. The use of praise and encouragement effectively promotes good behaviour and independence. The children are well behaved and polite.
- There is a good range of age appropriate toys and equipment easily accessible to the children. They are used effectively to encourage children's development. Children are happy settled and have fun.
- The pre-school offers a warm and welcoming environment for children and their families with displays of children's work and information for parents available. Staff are on hand to greet parents and children when they arrive.
- Staff are aware of children's individual needs and cater for these appropriately. They provide a range of fruit and drinks which parents contribute to. Children are encouraged to try different fruits.

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

- policies and procedures, to ensure there is a written procedure in the event of a lost child, the behaviour management policy includes a statement on bullying, the complaints procedure includes Ofsted's contact details and the child protection policy includes the procedures in the event of allegations against a staff member
- documentation, to ensure there is a record of children who arrive late or early

and all visitors to the group.

#### **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
2	Ensure a record is maintained of children who arrive or leave significantly late or early and of all visitors to the group.
14	Ensure that all policies and procedures relating to day care activities are updated to include relevant details.

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

### How effective is the nursery education?

St Joseph's Pre-school Group provides good quality nursery education, which enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and physical development are very good.

The quality of teaching is generally good. Staff's sound knowledge of the early learning goals enables them to provide a range of interesting and appropriate activities to help children learn. Staff provide little opportunity for children to develop simple calculation skills or express themselves freely in planned creative activities. There is a good range of toys and equipment which staff use effectively to promote children's progress. Children are eager to participate in the activities on offer and they are confident and happy. They behave very well due to the high expectations and excellent role models provided by staff. There is a good planning and assessment system in place which staff use effectively to record children's progress and plan their next stage of learning. Staff are confident in their use of effective questioning and explanation techniques to help children learn.

Leadership and management are very good. Much of the success is due to the strong leadership and close liaison as a team. Staff are committed to ongoing training and regular monitoring of the curriculum ensures a commitment to good early years practice.

Partnership with parents and carers is very good and this contributes to children's learning. Staff have good relationships with the parents and carers. Information is shared on a daily basis and parents are well informed about the foundation stage and the nursery activities and routines. Parents share their observations about their child with the staff and regularly discuss their child's progress.

### What is being done well?

- Children are confident, interested and able to work independently. They show high levels of concentration, are well behaved and share toys and resources readily.
- Children are good communicators. They listen well, have a growing understanding of the written word and are becoming confident writers.
- There is a good range of indoor and outdoor play activities to promote children's physical development.
- Staff manage children's behaviour very well. They show interest in them and involve themselves in their play. They excel in the use of effective explanation and questioning to encourage children's thinking.

**What needs to be improved?**

- opportunities for children to develop simple calculation skills through everyday practical and planned activities
- opportunities for children to express themselves freely in planned art and craft activities.

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

Very good progress has been made since the last inspection. Children are given many opportunities throughout the session to further develop their independence skills. They help themselves to toys and resources, find their own names cards, are able to find their own coats and make attempts to put these on by themselves. Staff are on hand to offer support and encouragement when needed.

There is a good range of books and resources available to reflect positive images and planned activities ensure children are developing an awareness of other cultures and traditions.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and have good concentration skills. They enjoy a good range of activities and are eager to try new experiences. They are able to work independently and in co-operation with others. Children are developing very good independence and self help skills. Staff have developed good relationships with the children and have high expectations for behaviour. Children are well behaved and they share toys and resources readily.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers, able to listen well and engage in effective conversation with each other and adults. Children are confident writers. They have many opportunities to practise emergent writing and to recognise and write their own names. Children are confident in their use of books and are beginning to understand that print carries meaning. They recognise letters and use sounds to identify everyday objects and simple words.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use number in familiar context. Many count to ten and beyond and recognise numbers between one and nine. Opportunities are missed to encourage children to explore simple calculation in everyday practical activities. Children confidently recreate patterns using puzzles and play dough. They use language to describe size and can recognise and name simple shapes during practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children experience a good range of activities to learn from first hand experiences. They talk about events in their own lives and have a growing awareness of other cultures and traditions through practical activities. Children are able to access technology equipment and are developing an awareness of its purpose. Children build and construct using a range of toys and resources such as popoids and large foam building bricks.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

A good range of physical activities in and outdoors are provided such as climbing equipment and balancing beams. Children show good awareness of space and are developing good co-ordination skills. Children are developing an awareness of changes to their bodies, being hot and cold, and are confident and capable when undertaking routine activities. They show a good awareness of personal hygiene. Children use a wide range of tools confidently and many have good scissor and pencil control.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children respond enthusiastically during activities and are confident in communicating their ideas. They express their imagination through a variety of role play situations. Planned art and craft activities are too prescriptive and adult led, giving children little opportunity to express themselves freely in these. Children have opportunities to respond to what they see, smell, taste, touch and feel through practical activities.	

**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 explore and develop simple calculation skills through everyday practical activities
- ensure planned art and craft activities are not too prescriptive and allow children to express themselves freely.

*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.*