



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 507989

DfES Number: 518794

INSPECTION DETAILS

Inspection Date 23/02/2004
Inspector Name Abigail Langmead

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Holy Family Pre School
Setting Address School House, Marlowe Avenue
Park North
Swindon
Wiltshire
SN3 2PT

REGISTERED PROVIDER DETAILS

Name The Committee of Holy Family Pre School

ORGANISATION DETAILS

Name Holy Family Pre School
Address School House, Marlowe Avenue
Park North
Swindon
Wiltshire
SN3 2PT

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

Holy Family Pre-school opened in 1983.

It operates from one room and separate toilets in Holy Family Primary School. The Pre-school serves the local area.

There are currently 52 children from 2 to 5 years on roll. This includes no funded three-year-olds and 22 funded four-year-olds. Children attend for a variety of sessions. The group supports children who have special needs and children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 08.50 until 11.30 and 12.30 until 15:00. On Fridays there is a morning session only.

Five part-time staff and three full-time staff work with the children. Three have early years qualifications. Two staff are currently on training programmes. The setting receives support from a teacher/mentor from the Early Years Development and Child Care Partnership.

How good is the Day Care?

Holy Family Pre-School provides satisfactory care for children.

The group ensures that staff are suitably vetted and there are effective induction arrangements in place. Staff understand the policies and procedures and these are well implemented within the setting. The supervisor and deputy are suitable qualified and experienced. There is a good ratio of staff to children and staff are generally deployed well within the setting. The setting does not meet the minimum requirement for number of staff working with children who are suitably qualified. Staff have created a bright and stimulating learning environment. Space for storage and play is adequate. Resources are not always easily accessible to the children. All required policies and procedures are maintained. Most records are kept confidential and are well kept.

Staff implement safety procedures well and reinforce safety with the children on a daily basis. Plans to identify and monitor safety are adequate. Most aspects of children's health and hygiene are promoted. Children have regular access to water and there are weekly menus available for parents. Snacks provided are adequately healthy. Children's dietary needs and preferences are identified and are generally implemented. There are some resources that reflect culture, race, gender and disability. Although children with special needs are well supported, arrangements for privacy are limited. Staff implement child protection procedures well.

Children have access to a range of activities that promote all areas of learning. There are positive relationships between children and staff. Children are not always supported in large groups to ensure their good behaviour.

There are satisfactory arrangements in place to keep parents informed of their children's progress.

What has improved since the last inspection?

At the last inspection and at an additional visit to the new premises the group were asked to do the following: Develop an action plan detailing how at least half of all child care staff will hold a level two qualification, seek written permission from parents to seek emergency medical treatment, keep a record of significant incidents, ensure there are evacuation procedures in the event of a fire, ensure fire drills are regularly carried out, ensure fire exits are identifiable and easily opened from the inside, ensure there is adequate fire detection equipment, ensure electrical sockets do not pose a hazard, ensure that children are able to access the toilets safely and doors can be easily opened from the outside, ensure the windows are made safe, ensure building materials do not pose a hazard, obtain suitable public liability insurance, and ensure there is a first aid box.

The group have responded well to most of the actions. Two staff are training to obtain suitable qualifications, written permission has been obtained from parents to seek hospital treatment but not to administer first aid, most incidents are recorded although not always confidentially, there is a fire plan in place that all staff and children are aware of which is regularly practised, fire exits are clearly labelled and easily accessible, there is a fire blanket and fire extinguishers in the room as well as smoke alarms, electrical sockets are covered, windows are safe, children are supervised when using the toilet and doors can be opened from the outside, building materials have been moved, the group has suitable public liability insurance which is on display and there is a first aid box kept in the main room out of children's reach.

What is being done well?

- Staff and children enjoy positive and trusting relationships. They question the children well during play to encourage their thinking. Children are secure, confident and keen to learn as a result.
- Staff have a good understanding of local child protection procedures and staff keep their knowledge regularly up to date. Staff reinforce safety within the

setting e.g. daily discussion about the fire procedure. Consequently, children are safe and well protected.

- Staff are vigilant about children's hygiene e.g. through hand washing and nappy changing procedures which promote the good health of children.
- There are effective settling in arrangements for children, and staff welcome parents and children to the setting. There is a well organised notice board with information to parents and staff have organised some colourful displays of the children's work. This creates a stimulating environment for children to learn.

What needs to be improved?

- the confidential recording of incidents
- parents access to information about their children's progress
- staff deployment
- the range of healthy snacks and arrangements to meet children's needs and preferences
- parental consent for emergency medical treatment
- plans that identify risks.

Outcome of the inspection

Satisfactory

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
6	Ensure that plans effectively identify and reduce risks and hazards in the outdoor play area.
7	Obtain written permission from parents to administer first aid.
8	Provide a range of healthy and nutritious snacks for children and ensure

	that individual needs and preferences are catered for.
11	Ensure that staff are deployed effectively during large group activities to support the good behaviour of children.
11	Ensure incident records are maintained and recorded confidentially.
12	Improve systems to ensure that parents are kept well informed of their children's progress.

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

How effective is the nursery education?

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

The teaching of children is generally good. Staff have a good understanding of the Foundation Stage Curriculum guidance. They carry out regular evaluative assessments of the children, measuring children's progress towards the early learning goals. Staff have positive and trusting relationships with the children. Children are encouraged to try new experiences and staff question children well to stimulate their thinking. The keyworker system is very effective in supporting the children's learning. Children with special needs are well supported in the setting and staff have placed considerable emphasis upon achieving good working relationships with parents of special needs children. Staff implement the behaviour management policy well using a range of positive approaches. Staff ensure that most areas of learning are included in planning. Resources are not always sufficiently organised to support children to be self-sufficient within the setting.

The leadership and management of the setting is generally good. The supervisor is dedicated and skilled. The setting is committed to improvement and staff are helped to access regular training which is shared among the staff team. The supervisor ensures that there is good communication through regular staff meetings. This results in staff working well as a team. The supervisor ensure that most areas of learning are well planned.

The partnerships with parents and carers is generally good. Good quality written information about the setting is provided to parents. There is a well organised parents notice board with relevant and up to date information. Parents are given some opportunities to share what they know about their children and be involved in their learning.

What is being done well?

- Children show confidence in speaking and expressing ideas. They demonstrate very good listening skills particularly in the large group. They behave well and respond to staff's praise and encouragement. They show care and concern for each other.
- Children link sounds and letters well. They are able to identify their own names independently. Children ask questions and demonstrate a high level of involvement during activities. Staff question the children well to challenge their thinking.
- Staff planning in the area of mathematics is very good. They provide a range of activities that result in children making very good progress in counting, number recognition, calculation and shape. Children are confident at problem

solving.

What needs to be improved?

- children's independence in selecting some of their own materials and resources
- the development of children's ICT skills
- opportunities for all children to practise their large muscle skills and respond to music.

What has improved since the last inspection?

At the last inspection the group were asked to introduce experiences for children to record their own observations. The setting has addressed this very well. They now plan for children to record changes during activities for example, children observed cress growing and recorded on graphs how much it grew over time. Also during the recent mini beast topic children examined different insects through a glass and recorded their findings.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have a strong exploratory nature and demonstrate high levels of involvement during play. Children have very good listening and speaking skills in the group. They have very good relationships with staff and peers and show care and concern for each other. Children are demonstrating increasing independence. They are developing a very good awareness of different beliefs and cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children express their ideas and views with confidence. They enjoy listening to favourite stories e.g. 'Who's Been Eating My Porridge?' on the day of inspection, and handle books with care. They sing songs and enjoy making actions. Children link sounds and letters well and are able to identify their own names at registration and snack time. They are able to use mark making tools with control and write their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show a keen interest in number activity and problem solving. They have very good counting and number recognition skills. All children can count to 10 and some beyond. Children have very good calculation skills and are able to compare groups and say if they have more, less or the same number of items. Children can match similar shapes, use 2D and 3D shapes in their play and compare sizes and measurements e.g. of dinosaurs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show curiosity during play, observing changes and patterns in living things and their environment. Children construct using a range of materials and tools. They have a good understanding of time and talk about the lives of people familiar to them. They show an interest in the natural world and are developing a good awareness of different beliefs and cultures. Although children have some opportunities to develop their ICT skills, these are not extensive.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are developing small muscle skills well. They are able to fasten and unfasten coats and shoes with limited support and use a range of tools safely and with control. Children are aware of keeping healthy. Although children have some opportunities to develop large muscle skills, these are not extensive and available for all children. Children are beginning to negotiate space but are limited by their environment.

CREATIVE DEVELOPMENT

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

Children can identify colours well. They talk about how different materials feel and use a range of materials to express their imagination. However, opportunities to self-select resources to do this independently are limited. Children enjoy singing favourite songs and acting out stories in role play using props. Children have some opportunities to develop their awareness of sound and rhythm but these are not extensive.

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 greater opportunities for children to self-select from a range of resources in order to express their imagination.
- Improve planning regarding the use of indoor and outdoor space to enable children to develop their large muscle skills.
- Provide greater opportunities for children to develop their ICT skills.

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.