



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 511108

DfES Number: 530018

INSPECTION DETAILS

Inspection Date	05/07/2004
Inspector Name	Dinah Round

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Lukes Parkstone Pre-School
Setting Address	37 Birchwood Road Parkstone Poole Dorset BH14 9NW

REGISTERED PROVIDER DETAILS

Name	Rev Christopher Strain
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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. Lukes Pre-school is a committee run group which opened in 1991. The group operate from St. Lukes church hall which is situated in a residential part of Lower Parkstone. Children who attend the group feed into the local primary schools. The group have access to a large hall and an additional room which is used for small group work. Toilets are easily accessible by the main entrance. There is a fully enclosed outside play area accessible directly from the main hall.

The pre-school is registered to provide 26 places for children aged between three and five years, and there are currently 37 children on roll. This includes 17 funded three-year-olds and 15 funded four-year-olds. The group have provision for children with special needs. They are open Monday to Friday during term time only and sessions operate from 09.30 to 12.30.

The group has been managed by Diana Malpas since 1992, and a team of nine staff work with the children. Four of these have an early years qualification, with another three staff members nearing completion of an NVQ level 2 in childcare and education.

St. Lukes is a member of The Pre-school alliance, and has support from the Early Years Partnership Advisory teachers.

How good is the Day Care?

St Lukes Pre-school provides good quality care for children.

The premises are clean and well maintained. Staff work well as a team to provide a warm, welcoming environment where children are settled. The sessions are well organised and staff make good use of the space and resources, to provide children with a variety of learning opportunities including regular outdoor play. Staff are encouraged to develop their roles through training, and attend regular courses to increase their knowledge.

Staff carry out procedures to ensure the health and safety of children, and an annual risk assessment is completed to identify any potential risks. Hygiene measures are adequately maintained, and staff ensure children can readily access drinking water throughout the session. Most staff have attended a child protection course, however the policy does not contain all the required information.

Children have good relationships with staff and each other. Staff spend time supporting children in the activities and developing their conversation. They plan a varied range of activities and learning opportunities which keep children interested and occupied. Staff act as good role models, they manage children's behaviour effectively and children behave well.

Partnerships with parents are good. They are supplied with regular information about the provision, and kept well informed about their child's progress, for example through their assessments, scrapbooks. Policies and procedures are in place, and most aspects of documentation are maintained.

What has improved since the last inspection?

At the last inspection the group agreed to ensure certain documentation was in place and available, this has mostly been addressed with the update of staff CRB checks, and evidence of medication book, and car documents during the visit. However not all children's records have parental permission included.

The group have effectively addressed the issue of ensuring half of all staff hold a level 2 qualification, with 3 members of staff having almost completed an NVQ level 2 and another staff member due to start the course in September 2004. Staff have also attended child protection courses to develop their knowledge.

What is being done well?

- Staff work well as a team to provide smoothly run sessions. They have clear roles and responsibilities, and communicate well.
- Children are happy and confident, and have good relationships with staff and each other. Staff plan a wide variety of enjoyable activities, and interact well with the children.
- Staff provide a calm and consistent approach to managing children's behaviour, which means children are clear of the expectations and behave well.
- There are effective partnerships with parents. Clear systems are in place to keep parents informed about the provision and their child's progress, for example newsletters, informal on going discussions, children's scrapbooks.

What needs to be improved?

- the child protection policy to include procedures regarding allegations made about staff

- the information included in the complaints procedure, to include the details of the regulatory body
- the documentation, to ensure a procedure for uncollected children is in place, parental consents are on all children's records, and accident records are developed further.

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
13	Develop the child protection policy to include procedures regarding allegations made about staff.
14	Develop documentation, to ensure a procedure for uncollected children is in place, parental consents are on all children's records, and accident records are developed further.

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

How effective is the nursery education?

St Lukes Pre-School offers good quality nursery education which enables children to make generally good progress towards the early learning goals.

Teaching is generally good and staff work together well as a team. Staff have good knowledge of the early learning goals, and plan a range of activities through interesting topics that cover all areas of learning. They monitor children's progress effectively through regular observations and assessments. However opportunities to extend children's learning, and to build on existing skills for the more able children are not maximised. Staff manage children's behaviour well, they act as good role models explaining clearly and offering children encouragement and praise.

The leadership and management of the pre-school is generally good. There are regular staff meetings, and staff are encouraged to attend training to develop their skills. Staff have clear roles and responsibilities both within the day to day running of the group, and in the planning of activities. There is on going communication between the staff which enables them to work together well in supporting children during the session.

Partnership with parents are good. Parents are provided with clear information about the setting and it's provision, including a detailed welcome booklet, regular newsletters, policies, and planned themes and topics. They are kept well informed about their child's progress through daily communication with staff, the children's assessments forms and the individual scrapbooks collated by staff. Parents speak positively about the setting, and are keen to get involved in their child's learning, such as, bringing items in on a daily basis.

What is being done well?

- The children are confident to speak out in group situations and make their needs known to others. They have good relationships with adults and their peers, and work together well in small groups.
- Staff have a good knowledge of the early learning goals, and plan a wide range of activities and experiences that are interesting and enjoyable for children.
- Staff provide good support in developing the children's conversation, listening skills and recognising their own names.
- Parents are kept well informed about the provision and their child's progress, for example through regular newsletters, informal daily discussions.

What needs to be improved?

- the opportunities for children to calculate and solve simple mathematical problems in everyday situations
- the opportunities for children to experiment using mark making and writing skills in role play situations
- the opportunities to further challenge more able children, and encourage them to build on existing skills.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection.

The group have sought support from the early years advisory teachers and planning now clearly shows a progression through the stepping stones. Staff take responsibility for planning activities for an area of learning.

Staff have attended training in mathematics to develop their understanding, and have put many ideas into practice. Staff have awareness of the children's levels of understanding within the group, however some of the tasks do not challenge the more able children sufficiently.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident, and show interest and excitement when joining in the activities for example, making the 'Roamer' move, taking part in the 'hat' parade. They willing speak out in group situations and make their needs known to others. Children are forming good relationships with adults and their peers, they are co-operative and behave well. They work together well in small groups and patiently wait and take turns.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's language is developing well. They speak clearly expressing their feelings through group discussion and conversation in activities, for example when making fruit salad. Most children can recognise their name, and are learning to link sounds to letters through various activities. Many children can confidently write their own name, however opportunities for children to write spontaneously for different reasons in role play situations are limited. Children enjoy listening to stories.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are able to count well and do so regularly through activities, confidently counting up to 10 and above, for example at registration time. Children are developing an awareness of shape, size and pattern regularly during planned activities, like 'comparing bears', the 'by the sea' collage activity. However children do not have the full opportunities to solve simple mathematical problems and calculate in everyday situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are excited and interested to learn how things work, such as learning to program the 'Roamer' and make it move, however children are not given the opportunity to try out their own ideas. They are learning about their local environment by exploring different materials and objects from the beach, by bringing in items collected at the beach to link in with the 'By the sea' theme. Children develop an awareness of cultures of other people through specific themes and resources.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move with good control and co-ordination around the room and when using equipment, showing an awareness of others. They have access to climbing and balancing equipment, and are able to pedal bikes with confidence and skill. Children are developing an understanding of their bodies and being healthy through planned topics, like making the fruit salad for snacktime. They use a variety of tools to develop their fine motor skills including pencils, crayons, glue sticks, spoons, scissors.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Planned activities provide good opportunities for children to enjoy exploring a range of media and materials including, clay, jelly, sand, water, paint. Children use their imagination well in art and craft, role play and construction, such as making fruit salad for dinner in the café, however the full opportunities to challenge children and extend their learning are not always maximised. They are learning about music and sounds through planned music and movement activities and simple songs.

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 more opportunities for children to calculate and solve simple mathematical problems in everyday situations, and to experiment using mark-making and writing skills in role-play situations
- increase opportunities to further challenge more able children, and encourage them to build on existing 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.