



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254277

DfES Number: 500711

INSPECTION DETAILS

Inspection Date	02/03/2004
Inspector Name	Marianne Gascoyne

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St. Faiths Pre School
Setting Address	Mission Room Church Street, Horsham St. Faiths NORWICH Norfolk NR10 3JJ

REGISTERED PROVIDER DETAILS

Name	The Committee of St Faiths Pre-School Committee 1036237
------	---

ORGANISATION DETAILS

Name	St Faiths Pre-School Committee
Address	Mission Room Church Street, Horsham St. Faiths NORWICH Norfolk NR10 3JJ

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 Faith's Pre-school opened over 20 years ago. It operates from the Reading Room to the rear of the Mission Rooms in the village of Horsham St Faith's to the north of the city of Norwich. It serves the local community and surrounding villages.

There are currently 24 children from two to under five years on roll. This includes eight funded four-year-olds and four funded three-year-olds. Children attend for a variety of sessions. There are no children attending at the present time who have special needs or speak English as an additional language.

The group opens on five mornings a week and on a Monday afternoon during term times. Sessions are from 9.15 until 11.45 and 13.00 until 15.30.

Two full-time members of staff work with the children. The supervisor has recently completed a Level 3 qualification and the assistant is due to start work towards an early years qualification shortly. Parents assist at the sessions on a rota basis. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

St Faith's Pre-School provides satisfactory care for children. The welcoming child-centred premises, used only by the pre-school, and high adult-to-child ratio ensures children feel secure and are well supported. The group has a wide range of appropriate toys and equipment but children do not have sufficient opportunity to self-select activities and make decisions regarding their play. The operational plan does not include all aspects of the group's operation and some of the information in policies and procedures is incorrect.

Effective procedures are in place to ensure children are able to play in a safe, secure environment inside and outside the premises. They are generally learning good hygiene practices but children's dignity and privacy is not always respected with regard to their personal care. Staff have a good understanding of procedures to

protect children and parents are made aware of the group's responsibility. Staff have a good understanding of the Special Educational Needs Code of Practice.

Some interesting activities are offered which stimulate children's play and they are generally happy and well occupied. However, the lack of balance between adult initiated, large group activities and self-chosen activities means the interest of all children is not always maintained. There are friendships between the children and good relationships in place with other children and staff. Staff provide good role models, use positive behaviour management techniques and children are well behaved although they are not being fully helped to manage their own behaviour. The policy does not include procedures to deal with any incidence of bullying.

Regular newsletters, an informative notice board and an opportunity to become involved in all aspects of the operation of the pre-school ensures parents are well informed about activities taking place. An informal, welcoming environment is in place.

What has improved since the last inspection?

At the last inspection the pre-school was asked to ensure staff complete the necessary documentation to enable the vetting procedure to take place and to maintain a record. This has now been done. They were asked to write an action plan to show how the supervisor would obtain the necessary qualification and a Diploma in Pre-School Practice has recently been completed. Details of the regulator were to be included in the complaints procedure and this is now clearly stated and a procedure to be written with regard to lost or uncollected children. The procedure for uncollected children has been written although it contains unrealistic information and the procedure for lost children is not included and remains to be written.

What is being done well?

- A warm and welcoming, environment is offered in the pre-school room with displays of posters, children's own creative work and the current theme on the walls. Children are confident and secure in the child-centred surroundings and demonstrate a sense of belonging.
- Children enjoy good relationships with each other and staff and involve others in their play, particularly in the role play area. They have many opportunities to develop their imaginative play with a variety of themes planned for this area and good resources provided by staff. Children make very good use of the dressing-up clothes.
- Parents are enthusiastic about the opportunities provided for their children. They are involved in all aspects of the group's operation, serving on the committee and helping at the sessions on a rota basis or fund-raising for new equipment. They are provided with clear information and particularly value the photographic record of their children's achievements.

What needs to be improved?

- the operational plan to include all aspects of the group's operation and up-to-date policies and procedures to ensure clear guidelines are provided for staff and parents
- the organisation of the sessions and grouping of children to ensure the interest of all the children is maintained and needs met
- the procedures for children's personal care to ensure their privacy is respected and the risk of cross infection is minimised.

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
2	Develop the operational plan, including policies and procedures, to ensure it reflects practice in the group and provides clear guidelines for staff and parents.
2	Ensure the needs of all children are considered when organising large group activities.
7	Review procedures to ensure children's dignity and privacy are respected with regard to their personal care and the risk of cross infection is minimised when washing hands.

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

How effective is the nursery education?

The provision for nursery education at St Faith's Pre-School is good. It enables children to make generally good progress towards the early learning goals in all areas of learning.

Teaching is generally good. Staff are enthusiastic and plan interesting opportunities; they encourage and extend children's play and learning through themed activities. Good role models are provided by staff who interact with children in a calm and gentle manner to build good relationships. Children are generally well behaved although large group times fail to meet the needs of all the children who lose interest when sitting for long periods. As a result their behaviour deteriorates and play sometimes becomes purposeless.

The supervisor has a sound knowledge of the early learning goals (elgs) and is supporting her new assistant to develop her knowledge and understanding. The planning and assessment system has changed recently; detailed plans are in place and observations made of children's learning in order to plan for the next steps. However, some inflexibility in putting the plans into practice is leading to a lack of opportunity for children to self-select activities.

Leadership and management are generally good. The newly elected committee is working closely with the staff and clear roles and responsibilities are in place. Regular meetings, appraisals and feedback from parents are helping the committee to monitor and evaluate the provision. There is a commitment from all to improving and developing the facility and the committee are aware of the need to review procedures currently in place.

The partnership with parents is generally good. Parents are given clear information regarding the planned activities being undertaken. They are invited to share information about their child to contribute to the planning on an informal basis but are not being provided with adequate information regarding the elgs or being fully encouraged to access their children's records.

What is being done well?

- Children express their ideas and feelings through their drawings. Many of the children enjoy drawing attractive, recognisable pictures of events and experiences in their lives and talking about what they have drawn. Staff value children's own creativity through use in displays.
- Older/more able children enjoy joining in with stories; they predict and contributing their knowledge of familiar events in the story and joining in with repeated refrains.
- Children are confident and secure in their relationships with the adults and

other children in the group. Friendships are in place and children are learning to share and take turns. They enjoy the role play area, dressing up and developing scenarios with other children.

- Many opportunities are provided in planned activities to help children's understanding of change and the natural world in order to develop their knowledge and understanding of the world.

What needs to be improved?

- the opportunities provided in everyday situations for children to develop their skills in problems solving and calculation
- the information given to parents regarding the early learning goals and encouragement given to fully be involved and contribute to their children's learning
- the opportunities for children to self-select from a range of toys and equipment and make decisions regarding the activities they wish to undertake throughout the session
- the challenges provided for older/more able children to develop their physical skills and for all children to learning about healthy living through the daily routine.

What has improved since the last inspection?

The setting has made generally good progress in implementing the action plan drawn up to address the three key issues at the last inspection.

Displays are labelled and children being given encouragement in word recognition. Effective story-telling is helping children become more aware that words carry meaning and the direction of the text although labelling of children's work is not always modelled correctly. Children have opportunities to recognise and write their names.

The range of large and small equipment to enhance children's physical development has been increased and children use large and small parachutes, balls, hoops and ride on toys to enhance their physical development. The equipment is still limited due to the confines of the premises and older/more able children are not provided with challenges.

The pre-school has taken steps to make parents more aware of the importance of shared record keeping and encourages them to make observations when undertaking duty in the session. However, parents are still only involved in an informal way in providing details of children's learning from home.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Children are confident and generally interested in the activities offered. They are learning to form good relationships and friendships are in place. Children's self-esteem is being fostered by taking part in a simple termly performance for parents and by displays of their work. They are generally well behaved although the lack of motivation provided by some of the group times leads to a unwillingness to co-operate and children are not always being encouraged to manage their own behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

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

Children enjoy listening to stories, repeat refrains and predict outcomes. They are eager to contribute at group times. They recognise their names and some children are able to write their names and other letters. They are encouraged to link sounds with letters through 'Letterland' as used by the local school. Children are not being encouraged to access this independently although confident in their use. Adult model writing by labelling drawings but not always in the correct manner.

MATHEMATICAL DEVELOPMENT

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

Many opportunities are providing for children to count and to recognise written numerals at group time and when playing with equipment. Displays reinforce this knowledge. They are learning mathematical language and about shape, weight and pattern through practical play experiences. Planned activities provide opportunities to find out about size and make comparisons. However, opportunities are being missed to encourage children to calculate and problem solve in everyday play situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Children plant seeds, grow flowers and vegetables to develop their understanding of living things and changes in seasons. Staff take advantage of opportunities provided to play in the snow. Projects, conversations and outings are helping children gain an understanding of their environment and a sense of time. Technology is explored and children are learning about other cultures through celebrations. Opportunities to investigate construction materials and use tools are limited.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children show good control over their bodies and hand/eye co-ordination. They use the small slide in a variety of ways. They enjoy music and movement and are able to follow actions and use their bodies with confidence. Opportunities are provided to use balls, hoops and other small equipment but full advantage is not taken of the outside area to encourage physical development. Children are not being helped to gain an understanding of healthy living through the daily routine.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Older/more able children use their imagination and express their ideas and feelings in drawings. They play imaginatively in the role play area, stimulated by the theme, with a variety of props provided by staff. However, staff do not always extend and develop this play effectively. Children enjoy joining in with songs and rhymes and are encouraged to listen to sounds made by musical instruments. Children have limited opportunities to explore with paint and materials in two and three dimensions.	

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

- ensure children are given greater opportunities to self-select activities to ensure a balance of adult-initiated group activities and self-chosen activities throughout the session
- ensure opportunities are used in everyday situations to develop children's skills in problem solving and calculation
- ensure challenges are provided for older/more able children when planning physical play opportunities and opportunities provided in the daily routine to develop children's understanding of healthy living
- provide clear information for parents regarding the early learning goals and encourage them to contribute to their children's learning.

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.