



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254281

DfES Number: 500718

INSPECTION DETAILS

Inspection Date 12/07/2004
Inspector Name Christine Ann London

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St. Helens Pre School
Setting Address Gurney Road
New Costessey
Norwich
Norfolk
NR5 0HH

REGISTERED PROVIDER DETAILS

Name The Committee of St. Helens Pre-School 1036697

ORGANISATION DETAILS

Name St. Helens Pre-School
Address Gurney Road
New Costessey
Norwich
Norfolk
NR5 0HH

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. Helens Pre-School opened in 1966 and serves the local community. It operates from the church hall on Gurney Road in Costessey, Norwich.

There are currently 63 children from 2 to 5 years on roll. This includes 28 funded 3-year-olds and 18 funded 4-year-olds. Children attend for a variety of sessions with the funded children mainly attending the morning sessions. The setting supports a small number of children who have special needs and one child with English as an additional language.

The group opens five days a week during school term time. Sessions are Monday - Friday 9:00- 11:30 and Tuesday - Friday 12:30-15:00. The group does not open on the last Wednesday in the month.

The group employs 11 members of staff who cover the nine sessions. Over half the staff hold Early Years qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification.

The setting receives support from their link teacher, Early Years Development and Childcare Partnership and the Pre-School Learning Alliance.

How good is the Day Care?

St. Helen's Pre-School provides good quality care for children aged two to five years.

There are appropriate procedures in place for ensuring all staff are suitable to work with children and most staff hold relevant qualifications. Staff organise the space within the hall well, making it attractive and welcoming. Staff ensure the premises and equipment are clean and appropriately maintained. They make equipment and resources accessible to children by storing them at low level. All appropriate documentation is in place, well organised and readily accessible.

The manager and staff are aware of health and safety legislation and promote safety

well within the nursery, taking appropriate steps to prevent accidents and keep children safe. Staff have policies and procedures, which are implemented to promote good health and hygiene. They provide children with fresh drinking water at all times and snacks are healthy. Staff have an awareness of child protection procedures and would follow these if they thought a child was being abused or neglected.

Staff plan and provide a good range of stimulating activities, which enable children to make progress in all areas of development. Children fully involve themselves in the activities and use their imaginations well. Staff make observations of children, however these need to be developed to include the next stages of learning and how this will be achieved. Staff actively promote equality of opportunity ensuring all children are valued and treated as individuals. Resources positively reflect equal opportunities. Staff have appropriate policies and procedures in place, which enable them to meet the needs of all children. Staff are very positive in handling behaviour giving children praise and making sure any strategies are consistently applied.

Staff have very good relationships with parents and carers working closely with them to meet the needs of children. Parents are provided with good quality information.

What has improved since the last inspection?

Since the last inspection the facility has made good progress in meeting identified areas of improvement. All staff are now fully checked and new committee members are completing the process. Clear records are available for the safe arrival and departure of children. They have developed their policies to include a named staff member for behaviour management, detailed an emergency evacuation procedure and written permission from parents for staff to seek emergency medical advice or attention for their child. They have also obtain a container with a tap to ensure health and safety issues are met in regard to washing hands following messy play. This has improved the quality of care for the children overall.

What is being done well?

- Staff prepare and provide an excellent range of stimulating and exciting activities. Children can explore and investigate and enjoy their play. The activities enable children to make good progress in all areas of learning.
- Staff are very aware of safety issues and supervise children well while they play inside and out. They take positive steps to prevent accidents.
- Staff have a good awareness of and actively promote equality of opportunity.
- They ensure all children are valued and treated as individuals. The pre-school has resources which positively reflect equal opportunities.
- Staff provide positive role models for children's behaviour, children are given praise, encouragement and are treated with respect. This is reflected in children's behaviour as they behave well, treat others with respect, show care and concern.
- There are very good partnerships in place with parents and carers who give positive feedback about the care their children receive.

What needs to be improved?

- staff appraisal system, to demonstrate how the committee support the staff in improving and developing their practice.

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	Improve staff appraisal system to show how the committee support staff in improving and developing their practice.

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 Helens Pre- School is of generally good quality, enabling children to make good progress towards the early learning goals in all areas of learning, with some very good aspects.

The quality of teaching is generally good. Most staff are secure in their knowledge and understanding of the foundation stage and others are developing this well. Written curriculum plans cover all six areas of learning. However planning does not identify what children will learn and the role of the adult. Staff have excellent relationships with children who are happy, well settled and confident. They provide an attractive and stimulating learning environment, valuing and displaying children's work. Staff make effective use of the accommodation and it is arranged to enable children to self-select some resources. There is a keyworker system in place that works well, supporting children and parents. However, the keyworker system needs developing to identify the next step of the children's learning and provide appropriate challenges to meet these.

Leadership and management is generally good. The manager and staff are well motivated and committed to providing quality care and education for all children. Staff work very well together as a team having clear roles and responsibilities. They know their strengths and weaknesses and have processes in place to make any improvements.

Partnerships with parents is very good, they are given an informative brochure and newsletters informing them of topics and events. They can speak to staff at any time and are aware of their child's keyworker. They are encouraged to share what they know about their child and to be involved in their learning by taking part in a session on the parent rota. Parents are very complimentary about the care and education their children receive.

What is being done well?

- Children make very good progress in all areas of learning but make particularly good progress in knowledge and understanding of the world they have excellent opportunities to explore, investigate and learn about why things happen. In creative development they are provided with a wide variety of activities and opportunities to use their ideas and imagination supported by having access to very good resources.
- Staff support children very well throughout the activities asking them questions to help them extend and develop their knowledge. They know the individual children very well and use this knowledge to help them make progress. Activities are adapted for children who are older, more able or those who need support.

- Staff have excellent relationships with children enabling them to feel secure, settled and confident. The learning environment is attractive and stimulating, and children's work is valued and displayed all around the rooms.
- The nursery staff have very good partnerships in place with parents, they have opportunities to share information on a daily basis and are very happy with the care and education provided.
- Management show a strong commitment to providing a high quality service to parents and to making improvements where they can.

What needs to be improved?

- planning, to identify alternatives, what children will learn and the role of the adult
- the use of the keyworker system to monitor children's progress, identify the next steps and provide appropriate challenges to meet these

What has improved since the last inspection?

At the last inspection the pre-school had only one point for consideration, this was to capitalise on the potential within daily routine tasks and activities to further extend children's learning across each of the six areas of the educational programme. The pre-school have taken steps to address this by developing their planning to extend potential learning across the full educational programme.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very happy and confident and have formed friendships with their peers. They show excitement and are eager to contribute at group times. Children are good at concentrating and are keen to complete tasks. They have excellent opportunities to talk about home. Children are encouraged to be proud of their achievements and work is valued and displayed. Children generally behave well, understand how to behave, and are praised. They learn about the views, needs and beliefs of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate very effectively with adults and peers using a wide range of vocabulary. They are given very good explanations about what words mean and have valuable opportunities to link sounds and letters. Children handle books very well and access an interesting range. Children write in role-play situations, such as travel agents, some write their names using correctly formed letters. Children use a variety of mediums to make their marks, such as, paint, glitter, crayons and pencils.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have many good opportunities to relate number to objects, use numbers generally throughout their every day play and with focussed maths activities. They discuss adding and gain understanding of simple calculations, they know more and less than, full and empty. Children learn about shapes and size and use mathematical language. They measure volume and weigh quantities for cooking and other activities. However, children are not using their mathematical skills to solve problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are provided with excellent opportunities to explore and investigate different objects and materials. They learn about change over time, growing seeds and how they grow and develop themselves and to care for their environment. Children learn about and use ICT showing skill using the mouse on the computer. They have wonderful opportunities to gain a sense of place looking at their surroundings and those of other cultures, such as the fruit in the Handas Surprise story.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move with control and co-ordination using large and small equipment confidently, especially during outside play. They use a range of body parts during the music session. They show good awareness of space and avoid running into obstacles and each other. Children learn about health and bodily awareness through planned topics. They have malleable materials to play with and enjoy creative activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have excellent creative opportunities and are able to explore colour, texture in both two and three dimensions. They experiment with mixing colours and use very good language when watching glue drop from spreader. Children listen to repeated sounds and are able to recognise sound patterns and try to follow a beat. Children freely use their imaginations in art and design, music and role-play supported by excellent resources. Children use their senses through a variety of 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

- Use the key worker system more efficiently to monitor childrens progress, identify the next steps of development and carry these through to the daily planning.
- Planning needs to indentify alternative arrangements for physical play when weather prevents outside play.

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.