

# St George's Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	142782
<b>Inspection date</b>	23 May 2007
<b>Inspector</b>	Mary Daniel
<b>Setting Address</b>	The School House, West Street, Hinton St George, Somerset, TA17 8SA
<b>Telephone number</b>	01460 73033
<b>E-mail</b>	
<b>Registered person</b>	St George's Pre School Committee
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

St George's Pre-School has been registered since June 1997 and operates from the upstairs room of the school house, which is situated within the grounds of Hinton St. George First School in Somerset. Pre-school children have use of one main play room, and toilet facilities. They also have use of the school playground and nearby playing field. This parent committee run pre-school is registered to provide care for a maximum of 12 children aged two to five years, and there are currently 23 on roll. The group are in receipt of Government funding for providing nursery education and there are currently 20 funded children on register. The setting is open from 09:00 to 12:00 Monday to Friday, and also from 12:00 to 15:00 Monday, Wednesday and Friday, term time only.

Five members of staff are employed, the majority of whom are trained, or are currently training in child care and early years education. The pre-school receives support from the local authority, and maintains regular liaison with the reception teacher at the adjoining first school.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children's awareness of healthy living is promoted very well. For example, they enjoy some tasty fruit to eat at snack times, such as oranges and bananas. Cheese and crackers, grapes or raisins are sometimes offered. Children talk knowledgeably about sugary foods and how these can damage their teeth. They make vegetable soup and sometimes have a treat of jacket potatoes with beans or coleslaw. They make pretend 'meals' with a range of play foods that reflect healthy eating, such as fruit and vegetables. At lunchtimes, they are encouraged to eat their savoury foods first of all and talk about what they enjoy. As a result, they are very well supported in their understanding of nutritious foods. Children's physical health is promoted effectively through the regular opportunities provided for them to play outside and use up their energy. They excitedly run across the field, kick a ball, or chase a coloured scarf blowing in the wind. Some are able to throw a ball with clear aim and confidently pedal a bike around the playground. This effectively helps them develop their large muscle skills. Children enjoy their time outside and benefit from frequent activities held out in the fresh air, although some are not fully challenged in these sessions to extend and build on their existing skills and abilities.

Children know they wash their hands to get rid of germs and do so regularly, such as after messy play or before eating. They use paper towels to dry their hands, which helps prevent cross contamination. Tissues are readily available for children to blow their noses. Different coloured cloths are used for wiping up spillages, cleaning food preparation surfaces and for paint pots. Consequently, effective measures are implemented to help prevent the spread of infection. Relevant records are maintained to promote continuity in children's health care. Accidents are recorded clearly and any allergies or medical needs are discussed fully with parents to ensure appropriate action is taken. Staff are trained in first aid and they monitor the use of the contents in the first aid box, which helps to ensure sufficient items are consistently available. This supports the management of any emergency situation and children's health is promoted very well through the clear procedures followed.

### Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in an inviting play room. Attractive displays and posters surround the walls and help to create a child orientated play environment. Home corner toys, such as a sturdy wooden cooker and washing machine are set up with a variety of colourful kitchen implements and utensils, all easily accessible for children to extend their ideas in role play. Children sit on bright yellow, child sized seats at low red or blue tables. This enables them to sit comfortably to do a puzzle or game with a friend and start to manage their own space as they can easily fit their chair under the table. They can stretch out on small sofas to look at a book and there are a variety of different sized balls for them to throw or kick around in outside playtime. Toys and resources show as clean and well maintained. Children's welfare is satisfactorily managed through the sound knowledge staff have of child protection issues. Written information and a clear policy are available to support staff in managing any concerns arising. A named co-ordinator is in place and staff continue to attend training events. This helps to ensure children's well-being.

Clear safety procedures for any necessary emergency evacuation are managed appropriately and staff are aware of their responsibilities. Children regularly practise fire drills and know when they hear the bell it is time to carefully go down the stairs to meet in the outside play ground.

A buzzer and alarm system are fitted at the entrance doors and visitors' attendance is recorded. This helps to ensure children's security while at the setting. Socket covers are fitted and staff make daily checks on the play rooms before children arrive. This helps to minimise potential accidents. On outings children hold hands and are encouraged to listen and look for cars, as staff supervise them over the road. This helps children in their own awareness of safety issues. However, clear procedures and risk assessments are not followed for all outings, and at times a low adult:child ratio is used. This impacts on some aspects of children's safety.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children enjoy their time at the pre-school. They eagerly enter the playrooms and settle to play. They spend time in the home corner making a picnic together with the brightly coloured play food or they push their favourite trains around the track and through the tunnel. Children enjoy dressing up, for instance, in a 'wedding dress', and wear a pair of 'beautiful shoes' to act out their ideas. They have time to play quietly and to be active, which provides variety, but at times parts of the session are not effectively organised to fully support the needs of all children, particularly the younger ones, for example, during preparation for snacks, and after lunchtime when some younger children show as a little tired and restless. Children respond happily to staff and enjoy their gentle humour. They readily chat and ask questions, knowing they will be listened to and their thoughts respected. Consequently, children show as overall, content and at ease within the setting.

### **Nursery Education**

Teaching and learning is satisfactory. Staff plan a range of motivating play activities based on interesting themes, such as mini beasts, nursery rhymes, water and sequencing. Children are eager to learn and staff talk carefully with them at their level, listening to their ideas and following these through in play, for example, as children look through the book boxes and develop a 'book shop' game. Staff then incorporate this into future planned activities, aiming to include 'child led' play. Staff skilfully extend conversations, such as those about foods that are good for them and children join in willingly, learning about healthy living. Staff make clear use of 'show and tell' time to encourage children to talk about things that interest them. This helps children become confident in discussion, and know their views will be heard. Planning reflects the learning intentions for a daily structured activity, and are based on the stepping stones of the Foundation Stage of learning. However, clear focus is not given to everyday routine activities, such as snack time, where children's independence skills are not effectively promoted. Free play activities are not always clearly incorporated within the daily planning and at times, some structured activities become lost within the general play. As a result, not all children participate and some learning opportunities are missed.

Children willingly count, for instance, at register time, to see how many friends are present. They become familiar with numbers as they throw a die for a game or sing a number song. Some children are starting to use their fingers to represent amounts, such as how many tractors they have in a bag. However, they have few opportunities to extend these skills and start independently solving simple practical problems within their everyday play. Their understanding of the written number shape is not used effectively or reinforced, for example, at register or circle times. Children explore their natural world as they notice the plants that grow around them on walks around the village or when they have fun jumping in the fallen leaves on the school field. They learn about a caterpillar's life and make collage pictures, using colourful ribbons to show how it turns into a 'beautiful butterfly'. They develop an understanding of

simple technology in learning to control 'Bee Bot' a programmable toy, which follows a given path decided by the children. They see change as they talk about how ice melts on a radiator or in a bowl. This encourages them to find out 'Why?', 'How?' and 'What if?'

Children laugh as they try to fix some cardboard tubes together to make a marble run and then they all fall down again. They learn about the days of the week in circle time and start to link sounds with letters as they spot the 'Wavy Wednesday' card, or they hear a rhyming story about 'The Gruffalo'. Children have many opportunities to develop their hand eye co-ordination and make patterns with brightly, coloured pegs on a board or carefully hold a brush to paint a picture of a friend. Some are developing clear pencil control and are able to form recognisable letters and shapes, doing so readily to identify their pictures. They are able to easily access creative materials and make shopping lists of ingredients to buy on a trip to the village shop. This helps them to see words have meaning, although overall there are few opportunities provided for them to write for a purpose, such as in role play. They see some words around the play rooms and have their names on their coat pegs. This encourages them to develop a sense of belonging in the group, but name cards are not used sufficiently to promote letter and word recognition, for instance, within everyday routine activities.

Children explore different materials as they make collage pictures of farm animals, using soft fur, or they make a glittery picture of an elephant. They use colour with interest as they push paint rollers across the paper to make a rainbow picture. They make repeating patterns using finger painting and screw pieces of tissue up to be 'worms' for their window box. This helps them be creative and use their imagination in art and craft activities. Staff observe and record children's progress in profiles linked to the stepping stones of the early learning goals. However, children's achievements are not clearly evidenced. Consequently, assessments give little information to staff for future planning of activities based fully on children's existing skills and abilities. As a result, children are not being consistently challenged to progress to the next stage in all areas of their development.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children and parents are welcomed at the pre-school. Friendly relationships are formed with parents and children's needs discussed and recorded. Relevant parental permissions are obtained, such as for outings or use of sun creams. Parents complete an 'All about me' booklet, where they record their child's likes and dislikes and physical and social skills. This promotes open communication with parents and helps staff to get to know children well. Children's particular developmental needs are well supported. Regular liaison with parents and professionals involved, help staff in offering suitable care and play activities to support children's specific needs. Integration is promoted well. For example, children learn to use a simple sign language and sign 'Good morning' to each other. This helps all children feel included. Children play with multi-cultural toys and games, such as dolls and jigsaws, which helps to promote their awareness of how others live. They make a collage display of the world, showing Chinese food wrappers and a French flag, and they cut out pictures of the Australian outback, a koala bear and some Aborigines. As a result, they start to learn about some differences within their world, although images reflecting disability are limited.

Children behave well. They recognise group expectations, such as going down the stairs carefully and quietly. They willingly help to tidy up their toys and are encouraged well to share with their friends. For example, they wait their turn to speak at 'show and tell' time. They enjoy receiving a special sticker for being a 'good friend' or for 'helping'. Children learn to be kind and to care

for others. They help to raise money on 'Red nose day' by wearing something red, and they talk about the Harvest festival foods, collected to help children in poorer countries. Children visit their local church and join in with an Easter service. Consequently, children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Parents receive regular newsletters informing them of the current themes, and weekly planned activities are displayed. Children's photos and pictures are shown on the walls of the playrooms, enabling parents to see some activities their children take part in. Parents are invited to discuss their child's progress and open evenings are planned to provide information on the Foundation Stage curriculum. This means parents' involvement in their children's activities is actively encouraged. However, children's actual achievements across the stepping stones of the Foundation Stage of learning are not clearly evidenced in their profile assessments. As a result, parents are not effectively supported in sharing in all aspects of their child's development.

## **Organisation**

The organisation is satisfactory.

The provider meets the needs of the range of children for whom they provide. Overall, space is managed effectively to create an attractive play environment, in which children can stretch out on the floor to play cars or sit comfortably at a table to do a jigsaw. Toys and play resources are organised well to be accessible for children and encourage their individual choices. For example, the dressing up clothes are hung carefully on low rails, which children can easily reach and they can see what they look like in a mirror placed at child height. This effective organisation of resources supports children in readily following through their ideas in play. Overall, required documentation is in place, although group policies have not been regularly reviewed, and some committee changes and staff recruitment procedures are not always effectively processed. This impacts on some aspects of children's welfare. Daily rotas are planned so staff are clearly aware of their own responsibilities and overall the session runs smoothly. However, there are parts of the session which are not so well organised to ensure all children's needs are fully supported.

Leadership and management is satisfactory. Staff work well as a team and are supported effectively in their own professional development, for example, through clear induction and appraisal systems. They continue to attend training opportunities, which contributes to improving the provision offered to children. Staff evaluate planned activities and use this information when organising future play experiences for children. They meet weekly to discuss children's play. Committee members meet regularly and minute any issues arising. This helps in addressing some improvement issues. However, there is no clear system in place to monitor the overall effectiveness of all aspects of the provision, for instance, the value of everyday routines in supporting children's learning.

## **Improvements since the last inspection**

At the last inspection of care, recommendations were made relating to policies, procedures and storage of records. Policies and procedures are now in place regarding lost or uncollected children and the child protection policy now includes management of any allegations of abuse made against staff. This helps in keeping children safe. Children's records are now stored securely in a lockable filing cabinet, which gives regard to confidentiality.

At the last inspection of Nursery education, points for consideration were made relating to planning and assessments. Planned activities now show a clear learning intention based on the

stepping stones of the Foundation Stage of learning. This gives more focus to children's development in play. Children's progress is now monitored across the stepping stones, through use of a Foundation Stage profile. This helps to show children's developmental progress, although how they actually achieve their different stages is not so clearly evidenced.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of any complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop clear risk assessment systems to ensure children's safety in all aspects of the provision, with particular regard to the management of any outings
- give more focus to everyday routine activities to promote children's development in all areas of their learning (also applies to nursery education)
- improve the staff and committee recruitment procedures to ensure secure systems are followed at all times
- review the organisation of the session to ensure children are sufficiently supported in their care and play at all times, with particular regard to the provision for younger children

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make more use of children's assessments to plan activities that are clearly based on their existing skills and abilities and provide sufficient challenges in their play, with particular regard to their communication, language and literacy skills, mathematical, personal, social and emotional development
- develop the assessment system to clearly show how children reach their stages of development, to provide further opportunities for parents to share in their child's achievements and contribute to their overall developmental progress

- ensure clear systems of monitoring the effectiveness of the overall provision are implemented to support the groups aims for improvement.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)