

# St Johns Pre-School Group

Inspection report for early years provision

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<b>Unique Reference Number</b>	109930
<b>Inspection date</b>	06 November 2007
<b>Inspector</b>	Hazel Stuart-Buddery / Catherine Hill
<b>Setting Address</b>	St Johns Hall, St. Johns Road, Cove, Farnborough, Hampshire, GU14 9RH
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<b>Registered person</b>	St John's Pre School Group
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

St Johns Pre-School Group is a registered charity and is managed by a parent committee. It has been registered since 1964. It operates from a church hall in a residential road in Cove. The group has access to the large hall and small room off with kitchen and toilet facilities. There is an enclosed outdoor play area for use in better weather.

A maximum of 26 children aged from two years nine months to under five years can attend at any one time. There are currently 52 children on roll, 24 of whom are in receipt of nursery education grant. The group supports children with special educational needs.

The pre-school opens five days a week on Monday, Tuesday, Wednesday and Friday from 09:30 to 12:00 and on Monday, Tuesday, Wednesday and Thursday from 12:30 to 15:00 during school term time.

The group employs eight staff, five hold early years qualifications and continually upgrade their training, and three other members of staff are working towards suitable qualifications.

The setting is part of a support network sharing expertise with other local groups and schools. Support and advice is received from the Early Years Development and Childcare Partnership (EYDCP).

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn the importance of hygiene procedures through daily routines and explanation from the staff. They happily explain why they need to wash their hands after using the toilet and before eating. The spread of infection is prevented as children use anti-bacterial soap to clean their hands before snack time and soapy water throughout the session. They use paper towels to dry their hands. Staff wear gloves and aprons to change nappies and the changing mat is sanitized after every use. Staff gather relevant information regarding diet and medical history to ensure individual needs are met. Children benefit from healthy snacks and today enjoy carrots and cucumber and have a choice of milk or water. Children have independent access to drinking water throughout the session, allowing them to make their own healthy lifestyle choices.

Children have daily opportunities to develop their physical skills. They enjoy completing the obstacle course where they crawl through tunnels, balance on beams and manoeuvre hoops over their head. Some children smile proudly when they have completed the course and receive lots of praise from staff. Children are cared for appropriately if there is an accident as most staff hold a current first aid certificate. Health care needs of the children are met as all parental consents and required documentation are in place.

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

The provision is good.

Children play and learn in a safe and secure environment. The staff work hard to ensure the premises are warm and welcoming to the children. A good range of resources and activities are selected by the staff and well displayed along with pictures, posters and children's art work displayed at low level. Children are kept safe by staff who are vetted and who demonstrate a good awareness of safety. For example, pictures are displayed around the walls to remind children they should not run while at pre-school. The security of the site is good. The main door is locked and visitors must ring the bell to gain entry. Children are unable to leave the premises unsupervised. Comprehensive risk assessments are regularly completed that ensure all hazards are quickly identified and minimized to ensure children can play safely.

Effective child protection procedures promote and safeguard children's welfare within the pre-school. Staff complete child protection training as part of their core training and are fully aware of the pre-school's policy. They are confident in the action they would take should they need to do so.

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

The provision is good.

Children are happy, confident and engaged in purposeful play throughout the session. Children arrive happily and separate from their carers easily. They quickly settle at their chosen activity and play well together. Children confidently communicate with their peer's, staff and other

adults and happily initiate conversation about their own families and the favourite toys they have brought in with them today. Some younger children are very confident in their letter recognition and know that the 'G' key on the computer is what 'grandma' begins with and 'D' is what 'daddy' begins with. Children have access to a good range of resources that are changed towards the end of the session. They happily move between them making their own choices. They have good levels of self-esteem and enjoy the time they spend at the pre-school.

### Nursery education

The quality of teaching and learning is good. Staff take turns to plan a balanced range of child led and adult directed activities which provide children with opportunities to progress in all learning areas. Planning shows an understanding of an holistic approach to learning and activity links to the stepping stones of the early learning goals are clearly recorded. Staff make regular recorded observations of children's learning and these observations are used to inform plans for children's future short term learning targets. Staff take a genuine interest in children and use questions as they play to stimulate thought and discussion. Children are making good progress towards the early learning goals because of the good levels of support they receive from staff during sessions.

Children's personal, social and emotional development is very good. They arrive happily and eagerly go to an activity of their choice. They demonstrate a strong motivation to learn and reinforce their skills. For example, they quickly ask if they can count the number of children present at registration time and if they can have another turn completing a large floor puzzle. They behave very well and play amicably together sharing resources, such as cars and play dough. They smile in amazement as rubbing over a transport template gives them a clear picture and develop in self-esteem as staff praise their efforts. They demonstrate good manners as they politely ask others to sit by them and take responsibility for their environment as they help tidy resources away at the end of free play. Children have very good opportunities to develop an understanding of print carrying meaning. They identify, with age appropriate support, their name cards on arrival, when they gather together on the mat, at snack time and on their trays. They listen attentively to stories and enjoy looking at books together in the cosy book area. Children's interest in literature is fostered as the pre-school operate a lending library where children can select a book each week to take and share at home. A range of fiction books are set out for them to choose from, although there are no non-fiction books within the selection. Children are confident and readily initiate conversations asking questions to further their own knowledge. Staff do not, however, use opportunities as they arise to develop children's phonic awareness during sessions.

Children are familiar with numbers and counting and count up to 18 children present at registration plus nine 'big' people. They are beginning to develop an understanding of basic calculation as they compare the number of boys to the number of girls present. However, they have limited opportunity during routine counting activities to link spoken numbers with written numbers. They demonstrate a good awareness of shape as they complete puzzles and have learnt about different shapes through planned activities. They have made shape pictures and these are displayed within the pre-school. Staff take children on walks to develop their awareness of their local environment and the natural world. Children identify squirrels outside and notice the colour of the leaves. They learn about different cultures and the wider world through planned topics, such as Travelling Around the World. They have daily opportunities to use information and communication technology to support their learning.

Children have great fun developing their physical skills as they go on an imaginary visit to the animal fair. They excitedly, but safely, climb through barrels, practise their balance skills walking along a balance beam and carefully lift hoops over their heads. Their fine motor skills are continually being reinforced as they use a variety of tools and small scale equipment during sessions, such as glue sticks and mosaic pegs. They show good imagination as they join appropriate pieces together to make models from stickle bricks. They make an aeroplane and add wheels before gently landing their plane on the table. They enjoy developing their creative skills as they model with play dough and act out scenes in the role play area. They have fun as they sing songs together, match actions to the words, and sing loudly with vigour, or quietly, as appropriate to the words being sung.

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

The provision is good.

Children feel good about themselves and show respect and consideration for others as they share and take turns. Children play well together and make up their own scenarios in the home corner. Staff foster children's spiritual, moral, social and cultural development. Children learn about diversity through planned topics and resources that are readily available to them. However, information is not sought from parents about the culture and backgrounds of the children, this means that their individual needs may not be met. Children with learning difficulties are very well supported. Staff work directly with outside agencies and the parents to ensure the specific development needs are fully understood and the appropriate care and learning opportunities are offered. The pre-school has a clear policy for behaviour management. Staff are very positive with the children who respond well to praise and encouragement. Children are well behaved, polite and courteous.

The partnership with parents and carers is good. Parents share information about their child's abilities when they first start at the pre-school and staff use this information and their own initial profile records to draw up an individual learning plan for each child. The learning targets on children's individual plans are changed termly. They are shared at formal meetings with parents where they can be discussed and where parents have an opportunity to formally comment on them. Parents are happy with the pre-school and the education provided and feel they are kept well informed about their child's progress. Parents receive details about the pre-school before their child starts and notice boards keep them informed of relevant information. Regular news letters are sent out.

### **Organisation**

The organisation is good.

Children settle well and are happy within the pre-school. Staff work well as a team supporting children according to their needs. They organise space and resources well to allow the children to move around freely and safely. A good range of resources are selected by the staff and are easily accessible to the children. The manager encourages staff to complete training in many areas and all staff complete core training that include first aid, child protection, health and safety and food hygiene. Staff are well deployed and interact appropriately with the children.

The leadership and management of nursery education is good. Staff are well supported to develop their skills through practical work within the pre-school and by attendance at outside training courses. They are very well organised and work efficiently to set out a stimulating learning environment for children making excellent use of display screens throughout the room

to reinforce topic work. The provision for nursery education is continually being monitored and evaluated by staff with written assessments maintained on activities carried out. Clear planning and well maintained documentation are in place to effectively support practice.

There are robust recruitment procedures in place and the on-going suitability of staff is checked at annual appraisals. Staff have an awareness of the pre-school's policies and procedures which are covered at inductions. All required documentation is in place and well maintained. The pre-school is aware of the amendments to the National Standards in October 2005. A complaints log is maintained and available to parents on request. Overall, the pre-school meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the pre-school were asked to ensure children are unable to lock themselves in the toilet; ensure that children do not have access to the kitchen except with direct staff supervision; review the provision of drinking water throughout the session and snack time to ensure hygiene is maintained. The pre-school have addressed all the issues raised. Children are no longer able to lock the toilet doors; they do not have access to the kitchen; children bring in their own drinks and snacks are carried out hygienically. These improvements help to promote children's good health and safety while they are at the pre-school.

The previous nursery education inspection raised recommendations relating to children's mathematical, creative, and communication, language and literacy development and also regarding teaching and learning. Since the last inspection teaching and learning has been strengthened by staff developing their knowledge of the Foundation Stage curriculum through training and practical experience within the pre-school. All staff are involved in planning a suitable range of activities for children and key workers plan for children's next steps in learning. Children are able to develop their imagination and creativity by independently selecting resources for play. Staff encourage children to develop an understanding of calculation during routine activities and this improves their mathematical development. Children have good access to books within the pre-school and to materials to practise their writing which strengthens their language and literacy development. However, the recommendation made regarding providing opportunities for children to develop their knowledge of letter/sound links is still not adequately addressed and is carried forward for action.

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

Since 1 April 2004 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 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## 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):

- ensure information is sought from parents on children's backgrounds and cultures.

### **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):

- provide daily opportunities for children to link letters to sounds to develop their phonic awareness and increase their access to a range of literature, for example, by including non-fiction books within the lending library
- use opportunities as they arise during routine counting activities to develop children's knowledge of written numbers.

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)