

# St Barnabas Pre School Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	127578
<b>Inspection date</b>	30 January 2008
<b>Inspector</b>	Linda Margaret Nicholls
<b>Setting Address</b>	Church Centre, Tile Kiln Lane, Bexley, Kent, DA5 2BD
<b>Telephone number</b>	07889 190000
<b>E-mail</b>	
<b>Registered person</b>	St Barnabas Pre School
<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. Barnabas Pre-School Nursery is committee run and opened in the 1970's. Registration is for a maximum of 35 children between two and five years. There are currently 60 children on roll and of these, 48 receive funding for nursery education. The preschool operates from St Barnabas Church, in Bexley, Kent. The pre-school is open during term time on Monday, Tuesday and Thursday mornings from 09.30 to 12.00 and on Wednesday and Friday from 09.00 to 11.30. Sessions run on Wednesday and Friday from 12.30 to 15.00. All children share access to a secure enclosed outdoor area.

The pre-school employs nine staff, of whom seven hold appropriate early years qualifications. The group receives support from an Early Years advisory teacher.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn about personal hygiene and good health practices through every day routines. Staff reinforce hand washing before eating food and after messy play. Staff ensure play surfaces, toys and resources are clean using antibacterial solutions when necessary. Children are protected from infectious illness because they do not attend when they are sick. Clear and effective medical records are maintained. Contact numbers are held securely and parents are informed of procedures should a child become ill or require emergency treatment.

Children are offered healthy foods at snack time. They sit together chatting with adults and each other. Children pour their own drinks from small stainless steel lidded jugs. Fresh drinking water is available at all times. However children cannot extend their independence to mop up occasional spills. Children take part in cooking activities throughout the year mixing and baking rice cakes or cooking noodles. Parents inform the kindergarten of any allergies their child may have.

Children enjoy occasional physical activities in the secure garden. They learn to cooperate during parachute games. Children stretch their hands above their heads, swing their arms and sing to nursery songs and rhymes. They know when they need to rest and play quietly at tables or look at books together in the book corner. They develop dexterity and coordination as they use a range of mark making equipment, squeeze and shape the play dough or use paintbrushes.

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

The provision is good.

Children play safely because staff give direct supervision and ensure premises are secure to minimise risk. Staff follow safety procedures received at their induction. Access is monitored, the outside play area is secure and visitors' details are recorded. Children negotiate easily between equipment and people because there is plenty of floor space. Activities such as the role play corner, the slide and the painting area are clearly defined. There is good ventilation and natural light. Hazardous items are stored in the kitchen which children do not access.

Children have a good understanding of how to keep themselves and others safe. They know to push chairs under the table when they get up and to wipe their feet as they enter the hall. They line up patiently and help tidy away equipment. Children practise fire drills regularly and all fire safety recommendations are met. Public liability insurance is current.

Children are safeguarded because staff know the procedures to follow should they have any concerns. Safeguarding Children training was undertaken in 2007. A detailed written statement for parents and staff explains the process to be followed should there be an allegation of abuse. Local and national contact numbers are available. Parents are informed of the providers' professional responsibilities through policies, procedures and at an initial meeting.

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

The provision is good.

Children play enthusiastically and make independent choices from a wide range of freely accessible toys and resources. They sit at tables to cut and glue card to make purple jellyfish.

They know their work is valued because it is attractively displayed. Children engage staff easily and chat to them about their news during activities and at snack time. They listen to favourite stories such as 'The Crunchy, Munchy, Caterpillar' and 'Cold Little Duck, Duck, Duck.' They know the names of the primary colours and know red and blue make purple. They use a range of mark making equipment, such as chalk, pencils and paint. They learn to recognise numbers and letters and some attempt to write their name. Children learn to keep time as they move and sing to action songs or rhymes such as 'I'm a Little Teapot,' and 'Tommy Thumb.' Children enjoy cooperative activities and develop confidence as they shake the parachute.

## NURSERY EDUCATION

The quality of teaching and learning is good. Staff are experienced and enjoy children's company. Staff work well as a team to plan and provide exciting resources for activities such as large cloth puppets or when making a large pirate boat. They effectively incorporate elements of the Birth to three matters framework and the early learning goals of the Foundation Stage into their planning. Observations are taken and assessments made to monitor children's individual progress although next steps to learning are not identified. Starting points are recorded and key workers liaise with parents. General planning is clear and effective. Information regarding general learning outcomes identified with specific activities is unavailable. All staff are alert to children's interests, ask them questions that make them think and allow them time to explore their developing knowledge and skills.

Children learn steadily as staff continually reinforce and extend children's knowledge. They learn the names of numbers, letters and colours throughout the term. Staff introduce new words such as 'stiff,' 'stuck,' and 'sleep,' and concepts such as 'cooperation.' Children create large illustrated books and sit close to each other as they look at a favourite book. They practise letter formation and know to make marks for a purpose in the appointments diary at the hairdressers' role play area. Children enthusiastically learn to keep time singing to rhymes and songs.

Children learn the properties of shapes, fitting puzzles and construction equipment into place. Children identify their structures as 'my house.' They are fascinated by water pouring from the sprinklers. They have daily opportunity to learn about mobile phones, calculators and magnets but do not have daily opportunities to use a computer mouse. Children move confidently and competently as they climb and slide on the climbing frame, jump and hop from large plastic footprints or throw bean bags into nets. Children have a sense of time and know when to tidy up, when its snack time and when its time to be collected. Overall the provision plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

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

The provision is good.

Children develop self respect and show an established sense of belonging as they are welcomed by name and relate to adults they know. They have access to a range of resources, including toys, books and posters, providing a positive image of race, culture and disability. They are no examples of other alphabets or scripts. They learn about their local community as they celebrate annual festivals or prepare and taste a range of foods. Families provide information about their preferences and individual requirements. Staff liaise with other professionals and are suitably qualified to support children with learning difficulties or disabilities. They are alert to individual needs and inform parents of any concerns they may have.

Children are good natured, well mannered and know how to control themselves. They know right from wrong and care for one another. They are polite, take turns and learn to share because staff provide consistent explanations for the behaviour they want.

The partnership with parents is good. Children receive continuity of care because written agreements are in place and individual details are recorded. Information is shared daily between parents and staff although not all information is held confidentially. Assessment records build through observations and are linked to the stepping stones of the early learning goals of the Foundation Stage. Parents are informed of the Birth to three matters framework. Staff qualifications and professional roles are displayed. The provider takes positive steps to ensure parents are kept well informed. The complaints procedure and displayed posters provide contact details of the regulatory body. Parents report their children 'enjoy their play' at the group, and that staff are knowledgeable and friendly. Children's spiritual, moral, social and cultural development is fostered.

### **Organisation**

The organisation is good.

Children play enthusiastically, explore and develop their skills supported by caring, professional adults who work well as a team. They do not have daily opportunity to access computer equipment and are not provided with opportunities to value diversity from a variety of alphabets and scripts. The environment is spacious and welcoming to both adults and children although children are not encouraged to contribute to maintaining clean tables at snack time. The registered provider ensures adults working with staff are suitable to do so. An induction is given and progressive professional development is promoted. The registration certificate is displayed. Required documents are clear and effective although some items are not securely held.

The leadership and management are good. Staff apply the Birth to three matters framework and the early years goals of the Foundation Stage to their planning. The operational plan indicates future training. Team meetings are held at which whole group activities are monitored and assessed. Children's achievements prior to entry at the nursery are used as a starting point to individual progress. Observations and assessments identify children's individual achievements. Parents are provided with information of their child's progress although next steps to learning are not identified. General learning outcomes are not displayed. The nursery meets the needs of the range of children for whom it provides.

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

At the last inspection the provider agreed to two recommendations. Children play safely and parents are reassured because child protection policies include a procedure to be followed in the event of an allegation being made and effective hygiene practices are in place for hand drying.

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

Since registration 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 materials are available so that children increase their independence and assist in keeping the snack tables clean
- ensure toys and equipment are labelled in a variety of scripts so that children learn to value diverse methods of mark making and writing
- ensure confidentiality is maintained with all personal information such as adults collecting children and toilet training records

#### 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):

- ensure staff indicate individual next steps to learning on development records and general learning outcomes are identified so that parents are supported in their child's learning
- ensure children have access to computer activities daily to aid their natural curiosity and learning

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)