



St Pauls Pre-School

Inspection report for early years provision

Unique Reference Number	109811
Inspection date	17 November 2005
Inspector	Jennifer Pearce
Setting Address	Fair Oak Road, Eastleigh, Hampshire, SO50 8LQ
Telephone number	07775508332
E-mail	shortfamily1@aol.com
Registered person	CHRISTINE SHORT
Type of inspection	Integrated
Type of care	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.

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 Paul's Pre-School has been registered since 1995. It is located in the Bishopstoke area of Eastleigh. It operates from two rooms in a church hall with an enclosed outdoor play area.

A maximum of 24 children may attend the setting at any one time. The pre-school opens on Monday to Friday from 09:15 to 12:00, and Monday, Thursday and Friday (3 out of 4) 12:30 to 15:00, during term times.

There are currently 41 children aged from 2 to under 5 years on roll. Of these, 28 children receive funding for nursery education.

The pre-school currently supports children with special educational needs and welcomes children who speak English as an additional language.

There are 10 staff employed to work with the children. There are 3 members of staff who are qualified and 4 members of staff working towards a relevant child care qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and welfare is promoted well. They are cared for in a comfortable, clean environment, where toys and equipment are clean and well maintained and children learn about the need for good personal hygiene. There is an effective sickness policy that helps to prevent the spread of illness and cross infection.

Children are served with healthy and nutritious food, for example dried fruit, breadsticks and savoury biscuits and a choice of juices, milk or water. Children may bring food and drink of their own choice from home. The specific needs of children with dietary requirements are carefully recorded to ensure their needs are met.

Children are encouraged to be independent for example by putting on their aprons for creative play. They also manage their own toilet needs and wash their hands as soon as they are able. However, individual drying facilities are not available for the children to use.

Children enjoy regular physical play both inside and out of doors. They use the gingerbread house to crawl and slide like snakes through the roof of the house, both on their backs and side. Children curl up to go to sleep during an activity and tip toe through the forest when they act out the story of Jack in The Beanstalk. Children have plenty of opportunities to stretch during story enactment, balance, when using the egg and spoon and develop control when using the hoops, fitting them

together and spinning them around their bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment. Thorough risk assessments are

completed daily both in and out of doors and the setting has a good level of security. This ensures that any risks to children are minimised. Fire safety procedures are clear and there are records of when the premises are evacuated. A first aid kit is

available and staff are qualified in first aid.

Permissions have been obtained from parents to cover medical treatment or advice so that action can be taken to treat the children in the event of an emergency. Children are carefully supervised during the time they spend in the care of the pre-school. Children become aware of safety issues such as making sure there is no one behind them when spinning the hoops. This helps them to take responsibility and also prevent injury to themselves and others.

Staff have a clear understanding of Child Protection Procedures which helps to ensure that children's needs are met.

Helping children achieve well and enjoy what they do

The provision is good.

Children are relaxed and happy at the pre school as they receive sensitive support to enable them to participate in all of the activities. There are carefully considered settling in procedures and good attention is given to children's individual needs.

Children's language and communication skills are effectively promoted by skilled and experienced staff. Children who have special educational needs are confident with their carers. They respond well to them and are involved in activities, working alongside other children and moving freely around the setting. Makaton is used throughout the session to help children to communicate with staff and each other. Children explore sound using musical instruments to accompany drama, when they act out the story of Jack In the Beanstalk. They show pleasure and delight as they join in role-play situations. All children are supported in developing language skills because staff talk and listen to them.

Children spend their time in a variety of different ways in purposeful activities. They are very interested to experiment with different materials such as icing and decorating biscuits, making different colours with paint and exploring patterns with craft activities. They enjoy writing and drawing, books, games, dressing up and role play sets, construction and small worlds.

Nursery Education

The quality of teaching and the learning is good. Staff have clear systems in place to plan and provide suitable activities that children enjoy and where they can make progress.

Children's assessments are regularly updated by key workers. Written observations and records clearly show children's achievements and this information is used to plan the next steps of learning.

Plans are clearly linked to the areas of learning to ensure coverage across the whole of the curriculum.

Children show high levels of involvement and interest in activities throughout their

time at pre-school. They enjoy small group times when they work with their special grown up and talk about different topics, for example looking at tools, discussing their names, who uses the tools and what we use them for. Children enjoy imaginative play when they create a gingerbread house and draw tiles for the roof, cut out paper bricks for the walls and design rooms for the house. They explore with paint mixing different colours and talk about the colours they have made; they use icing to decorate biscuits and use a variety of methods of construction .

Children are becoming confident as they practise speaking and listening. Their vocabulary is developing well by taking part in activities such as talking about the days of the week and discussing the weather. The staff encourage their use of language by asking questions and praising their answers. Children learn about number during circle time, counting the number of children who are present and through stories counting candles on a cake. They have fewer opportunities to calculate and measure. Children explore space and shape as they match shapes and see what will fit when they dress up. They use language to describe position, for example under, on top and through, when they crawl and slide through the roof of the gingerbread house.

Children develop an understanding of the world around them as they talk about the weather, their homes and jobs people do. They experience a good range of activities throughout the year and many are linked to a theme. Children enjoy books and stories as the staff involve them during both individual and group story times. Children show high levels of interest and concentration as they

take part in drama. They show excitement as they act out stories such as Jack and The Beanstalk and Goldilocks and the Three Bears. They take turns in a large group to be characters from the stories and they use a range of musical instruments for example, bells, maracas and tambourine to interpret and accompany the drama. Children are developing their reading skills when they identify their names as they arrive at pre school and select their names at snack time. They are developing writing skills when they label their work and begin to form recognisable letters.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals and are treated with equal concern as staff seek to ensure that their individual needs are well met. Children are happy and settled, they play together well, enjoy each other's company and are at ease with staff. Children begin to become aware of different cultures and beliefs through regular topics and there are plenty of positive images to reflect the diversity of society within the resources and books to extend their growing awareness.

Children's spiritual, moral, social and cultural development is fostered. Children with special needs are welcomed into the setting and are effectively supported because staff are experienced in this area. Makaton is used throughout the session to help children to communicate. Children respond well to the staff and they have made good progress. Individual educational plans are prepared in partnership with parents and other agencies, all children receive individual support to assist them in achieving

their potential.

Children are taught good manners and are encouraged to share. They behave very well and respond well to the consistent approach of the staff. Children develop a sense of responsibility, for example by helping to tidy away when the music changes at tidy up time. Children are confident to approach the staff as they take time to listen to them, praise and encourage them and are interested in what the children say and do.

Partnership with parents and carers is good. Parents are warmly welcomed into the setting to help children settle and provide information about home routines, health and interest. This helps children develop confidence, feel at ease and develop a sense of belonging. Children enjoy attending and arrive confidently, looking forward to the session. Parents are given ideas to help their child to make progress and be involved in children's learning. They are given clear information about how the setting runs, the daily plans and information about the activities through informal discussion, the prospectus and the newsletters. They are invited into the setting to discuss children's progress and are welcomed if they can offer voluntary help or support.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children are supported because staff spend much of their time working directly with them, know them well, and are quickly responsive to their needs.

Space and resources are organised appropriately with different areas used for different activities for example role play area, comfortable book area, creative play area. Storage is clearly labelled and some is accessible to children so that they have opportunities available to self select.

Policies and procedures are readily available, shared with all staff and accessible to parents, which contributes to children's well being in the pre-school. Most of the required documentation is maintained to a good standard, however the times of arrival and departure for staff and children are not recorded. Children can be treated in the event of an emergency because permissions have been obtained from parents to cover medical treatment or advice.

There are recruitment and staff development procedures and training is encouraged and valued. The staff meet together and share their ideas to contribute to topic and activity plans. The staff use observation and assessments well to guide their planning, evaluate and improve the quality of teaching.

The leadership and management are good. The staff team work well together and are committed to the ongoing development of the provision. Representatives from the setting attend meetings with other professionals and an advisory teacher to share good practice.

Improvements since the last inspection

At the last care inspection the setting was asked to ensure that staff understood health and safety procedures. Staff have attended training and this is cascaded to the whole team. In addition there are thorough daily risk assessments and checks completed.

The setting was also asked to provide written procedures to be followed in the event of any allegations being made against a member of staff or volunteer and procedures to be followed in the event of a child being lost or a parent failing to collect a child. These have been addressed and copies of the policies and procedures are available to parents.

The setting was also asked to maintain adult :child ratios and plan and organise space effectively to enable more freedom of movement for all children. Both of these issues have been addressed and the group provide high adult: child ratios throughout the session and plenty of floor space for children to move around in freedom.

The group was also requested to provide individual towels and water for children throughout the session. There is a café system in place for children's snack time, this enables them to access drinks any time they choose. Individual towels are not provided at present and the setting is looking towards how these can be provided.

In respect of the nursery education the setting was asked to provide more opportunities for children to count, learn to recognise and write numerals and to solve simple number problems. Numbers, counting and calculation are included in some routine activities although not sufficiently for all children.

The setting was also asked to improve the curriculum planning and learning objectives, evaluate the use of time, staff deployment and resources and provide more opportunities for children to use writing and drawing materials to express their own ideas. These issues have all been addressed providing more information about children's progress and providing further opportunities for all children.

The setting was also asked to provide strategies for the consistent management of behaviour for all children. This has been achieved as the children behave well and respond to the consistent approach of the staff.

Complaints since the last inspection

In June 2004 there was a complaint relating to National Standard 5 - Equipment. An inspector visited and as a result the provider undertook an internal investigation and reported back to Ofsted.

No action was taken and the provision remains qualified for registration.

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):

- maintain a record of the times of arrival and departure for all children and staff.
- provide individual hand drying facilities to avoid cross contamination.

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):

- continue to provide and develop further opportunities for children to become familiar with numbers, calculation and problem solving through every day situations.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk