



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 113731**

**DfES Number: 512997**

### **INSPECTION DETAILS**

Inspection Date 10/09/2004

Inspector Name Gill Moore

### **SETTING DETAILS**

Day Care Type Sessional Day Care

Setting Name St Richard's Pre-School

Setting Address St Richard's Church Hall  
Collingwood Road  
Worthing  
West Sussex  
BN12 6HZ

### **REGISTERED PROVIDER DETAILS**

Name Mrs Susan Johnson

## 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. Richards Pre-School is a privately owned group providing sessional care and the current owner took over the group in 1980. The pre-school meet in St. Richards church hall, in the seaside town of Worthing. The group serves the local residential and surrounding areas.

There are currently 28 children from 2-5 years on roll. This includes 15 funded 3 year olds and currently there are no funded 4 year olds on roll. The setting supports children who have special educational needs and English as an additional language, although there are currently none attending. The group opens 09:00 - 12:00 Monday to Friday term time only. Children are able to stay until 13:00 if they choose and bring a packed lunch to pre-school.

In addition to the owner, 4 staff work every session with the children, 2 of whom have a child care qualification and 1 who is currently working towards an early years qualification. All staff are experienced and update their skills and knowledge through attending regular training courses and workshops. The pre-school receive support from a mentor within the early years partnership and have strong links with local primary school and other early years practitioners in the area.

### How good is the Day Care?

St. Richards Pre-School provides good quality day care for children.

The pre-school have a clear management structure and staff have a wealth of experience in caring for children of pre-school age. The owner of the group influences practice on a daily basis and provides a good level of informal support. The operational plan is a clear indication of pre-school practice and sessions are organised well, ensuring all children are fully involved at all times. A bright, stimulating and welcoming environment is provided for children, and staff make excellent use of the play provision and resources to support the children in their learning and play and encourage independence. Documentation is well maintained and effective procedures are in place to review all policies and share records with

parents.

Staff share responsibility for ensuring children's safety and defined roles and responsibilities helps to secure this on a daily basis. Good hygiene is observed and staff encourage children to follow good routines. Healthy eating is promoted at snack times and staff talk to children about the importance of eating a healthy balanced diet. All children are valued and staff show a very good understanding of equality. They have a good knowledge of child protection issues and know how to implement local procedures.

Staff provide children with a balanced range of interesting and exciting activities, and interact well with children establishing positive relationships. They show an excellent understanding of children's individual needs and adapt routines and activities to promote the inclusion of all children. A calm and happy atmosphere has a positive impact on children's behaviour. They show consideration for each other and have a good understanding of right and wrong.

Parents and staff develop excellent relationships and parents are well informed about the pre-school and the progress their child makes. The induction of new children fully involves the parents.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Staff develop very good relationships with children and have a good knowledge of their home and family circumstances. Children are encouraged to talk about themselves and their families, for example during snack and lunch times. Staff praise children continually helping them to value themselves and one another. Consequently, children are confident, independent and develop good social skills, which enables them to develop and secure positive relationships with their peers.
- Sessions are organised well to allow time for group discussions and small group work, as well as many opportunities for independent play. Children are grouped appropriately and are well supported by high ratios of experienced staff. Space and resources are used effectively to enable children freedom of movement and independent access to play provision.
- Interaction between staff and children is very good. Staff listen to and value what children have to say and build on their interests. They give very good explanations to children's questions and introduce a good range of vocabulary. Staff encourage children to initiate activities and choose resources for themselves. As a result, children develop high levels of independence and confidence and their behaviour is very good.
- Excellent procedures are in place to support new children when starting pre-school, and induction is flexible according to the individual needs of both parents and the child. Parents receive good quality information about the

group, for example through the parent pack, notice board and regular newsletters. Staff encourage parents to play an active role in their child's early education, both in the pre-school and at home.

#### **What needs to be improved?**

- the procedures for the induction and support of new staff.

#### **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	Develop the systems in place to induct and support new staff.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

St. Richards Pre-School offers high quality nursery education where children make very good progress towards the early learning goals.

The quality of teaching is very good. Staff show a secure knowledge of the foundation stage and the early learning goals and have a clear understanding of how children learn. A well-balanced programme is planned, linked to the stepping stones, and staff use children's assessments to plan the next stage in their learning. Activities are presented in a way that enables the older and more able children to be sufficiently challenged, whilst ensuring younger children are well supported and fully engaged. Staff use a range of teaching methods to ensure all children are actively involved and make excellent use of routines, activities and incidental opportunities to extend children's learning.

Leadership and management are very good. Clear communication and regular meetings ensure the early years curriculum and the effect this has on children's progress is closely monitored. Staff are well supported informally by the manager and regularly attend training courses to update their knowledge and increase their skills, although systems to monitor and evaluate staff performance and development are not fully developed. Staff work well as a team and show dedication and commitment to evaluating and improving the nursery education provision for children.

The partnership with parents is very good. Effective systems are in place to share information about their child and excellent relationships are established between parents and staff. Parents are well informed about their child's achievements and progress, through discussions and meetings with key workers, and are encouraged to contribute to the assessment of their child. Staff help parents to understand the links between activities, the stepping stones and children's learning and provide opportunities for parents to extend their child's learning in the home.

### What is being done well?

- A high standard of teaching enables children to make very good progress in all areas of learning. Staff have an excellent understanding of children's abilities and pitch activities at their individual level, helping to consolidate and build on what they already know and can do. Staff observe children regularly against the stepping stones, through independent learning and adult initiated activities. This helps to focus teaching and plan activities for the next stage of their development.
- Children's early reading and writing skills are very well developed. They have many opportunities to practice linking sounds to letters and recognise simple words. Name cards are used at registration and labelled resources and equipment encourage recognition of letters and words. Staff provide many

opportunities for children to practice emergent writing, for example children use chalks, make marks and patterns in sand and use pencils and pens at the drawing table and in the role-play area.

- Staff provide children with many opportunities to explore the local environment, such as planting flowers, collecting leaves and visiting Fishers Farm. Children enjoy learning about the community in which they live. They use photograph albums to discuss and excitedly recall their experiences of visits from the firemen, policeman, postman and the Deacon from the local church.
- Staff challenge and support the older children effectively, in particular with regards to communication, language and literacy and mathematical development. They use the jolly phonics scheme to plan activities and games for older children. Children describe objects in a feely bag and separate those that do not begin with the same sound. They learn how to correctly form the letter and practice this using their finger in the air. As a result, children are confident in recognising letters and begin to sound out simple and more complex words displayed in print around the room and in text in books.

#### **What needs to be improved?**

- systems to monitor and evaluate staff performance and development.

#### **What has improved since the last inspection?**

The pre-school have made very good progress since the last inspection.

They were asked to increase opportunities and expectations for children to use their initiative to create things, express their thoughts and feelings through music and physical activities, and extend their imagination when developing role-play together.

Planning has been evaluated to include many opportunities for children to use their initiative and express imagination when exploring creativity. Children enjoy creating their own designs and make their own choices about the resources they use. They enjoy communicating their feelings and ideas through music and movement, for example by demonstrating their own interpretation to a piece of music. Children learn to play well together and explore imagined and real experiences through role-play in a variety of situations, for example an office, a florist, a restaurant and home corner.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show high levels of independence by choosing their own activities and selecting resources for themselves. They learn to co-operate and negotiate and are sensitive to each others needs and feelings. Children play an active role in their learning and are excited when trying new experiences. They show good concentration and listen to and suggest ideas in group discussions. They develop very good relationships with staff and their peers and are confident and show good self-esteem.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk confidently and use a good range of vocabulary, for example, when describing the models they make and objects they touch in the feely bag. They confidently link sounds to letters and make suggestions about words that begin with the same letter. They enjoy exploring stories through books and the use of story sacks. Children enjoy many opportunities to practice emergent writing. They recognise familiar letters and words and develop very good early reading and writing skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children engage in a range of practical activities to solve mathematical problems and make comparisons, for example measuring and recording shoe sizes. They count confidently and good use is made of routines and everyday activities, which encourage number and problem solving, such as registration and snack time. Children develop an awareness of simple number operations and practice addition and subtraction when singing and playing games. They use a good range of mathematical language.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy many opportunities to explore and investigate, for example, they learn how to care for plants, enjoy cookery and observe caterpillars turning into butterflies. They demonstrate skill in building and constructing and are interested in how things work. Children talk confidently about themselves and excitedly recall experiences they have enjoyed in pre-school. They develop an understanding of where they live and learn about the wider world and a range of cultures.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children show good control and co-ordination and move confidently and safely during physical activities. They demonstrate good spatial awareness through music and movement and develop their skills in climbing, balancing, throwing and catching. They discuss how their heartbeat changes after exercising and learn about their bodies and the importance of staying healthy. Children confidently handle a wide range of tools and materials including scissors, knives and cutters.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children enjoy exploring a wide range of media and materials including wood, dough and paper mache. They use their senses to investigate objects and have many opportunities to be imaginative and explore creativity. Children participate enthusiastically in music and singing sessions and enjoy exploring sounds and rhythm. They show excellent imagination and express their own ideas and interpretations during role-play, through music and movement and when telling stories.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- develop and implement systems to monitor and evaluate staff performance and development.

*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.*