



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109811

DfES Number: 515505

INSPECTION DETAILS

Inspection Date 01/07/2003
Inspector Name Jennifer Pearce

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name ST PAULS PRE-SCHOOL
Setting Address Fair Oak Road
Eastleigh
Hampshire
SO50 8LQ

REGISTERED PROVIDER DETAILS

Name MRS CHRISTINE SHORT

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.Paul's Preschool has been open since 1995. The preschool is registered to care for no more than 24 children from two years to under five years at any one time. It operates from one room at the church centre in Bishopstoke The preschool serves the local community. There are currently 73 children on roll. This includes 38 funded three and four year old children. The group is open five days each week during term time. Sessions are from 09:15 - 12:15 Monday to Friday and on a Monday, Thursday and Fridays (three out of four) 12:30 - 15:00.

There are eight members of staff and three staff have Early Years qualifications.

The preschool must not provide overnight care.

How good is the Day Care?

St.Paul's Pre School provides satisfactory care for children aged 2 -5 years.

The staff team work well together and are committed to accessing further training. They are fully involved in the daily activities. They have an open relationship with the children and know them well. They provide a range of activities to meet the children's needs and abilities. The children are settled in their play activities.

The staff team provided a warm and welcoming environment for parents and children. While the children have access to a variety of activities, space is not used well to allow freedom of movement. Staff seek to ensure that the children are safe both in and out of doors. Staff are unsure of the procedures to follow should allegations be made against a staff member. While health and hygiene procedures are in place, some need to be reviewed and updated.

Staff ensure that all children are able to fully access all play activities. Positive behaviour patterns are encouraged.

Staff know the children and their families well. All aspects of each child's care and individual needs are discussed fully with parents. Some items of documentation lack

the necessary detail.

What has improved since the last inspection?

This does not apply as the last inspection was a transitional inspection.

What is being done well?

- St.Paul's Preschool is warm and welcoming and the children respond well to the staff.
- The staff team plan a variety of activities to include all of the children. The daily routines help children to settle.
- Most children know the boundaries for behaviour and most staff praise and encourage the children. This builds upon their confidence and self esteem.
- Parents feel able to speak to staff about their child's individual needs. They receive information through policies, the prospectus, the notice board and regular discussions with staff.

What needs to be improved?

- adult/child ratios throughout the session
- organisation, to plan and organise space effectively to enable more freedom of movement for all children
- health and safety, to ensure that all health and safety procedures are understood and followed by all staff and provide individual towels for the children
- documentation, to obtain written permission from parents to seek emergency first aid/advice
- refreshment, to provide water throughout the session
- documentation, to include procedures to be followed in the event of any allegations being made against a member of staff or volunteer
- documentation, to include all staff on the premises during preschool sessions
- documentation, to provide written policies to be followed in the event of a child being lost or a parent failing to collect a child.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
2	provide written procedures to be followed in the event of a child being lost or a parent failing to collect a child.	03/09/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	maintain adult:child ratios during all activities; and ensure that records for all staff that are employed on the premises are kept.
4	plan and organise space effectively to enable more freedom of movement for all children.
7	ensure all health and safety procedures are understood and followed by all staff; ensure parents prior written permission is obtained before seeking any emergency medical first aid or advice; and provide individual towels for all children.
8	provide water for children to access throughout the session.
13	include procedures to be followed in the event of any allegations being made against a member of staff or volunteer.

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

How effective is the nursery education?

The provision of nursery education at St.Pauls Pre-school has significant weaknesses. Children's progress towards the early learning goals is generally good in personal, social and emotional development, knowledge and understanding of the world and creative development but is limited by some significant weaknesses in the other areas of learning.

The quality of teaching has significant weaknesses. Most staff have a good understanding of the foundation stage and regularly assess the children's development, however these observations are not used to inform the planning. Children are interested in learning and enjoy a variety of activities. The planning and assessment is not used to ensure that children receive sufficient challenge. Although most children behave well, staff are inconsistent in their methods for dealing with behaviour management. Snack time, register and story time often fail to sustain children's interest.

Leadership and management is generally good. The manager and staff are committed to improving the care and education for all children. Staff work well together as a team and constantly review their training needs.

The partnership with parents and carers is generally good. Parents are kept well informed about their children's progress and the daily activities and themes. They are encouraged to be involved with their children's learning by sharing information with the staff.

What is being done well?

- Children's personal, social and emotional development is generally good. Children are confident and interact well with each other and members of staff.
- Staff have good relationships with parents and carers. Parents are welcomed into the group and share information about their child's development.
- Children are curious and enjoy exploring and investigating using a wide range of materials.

What needs to be improved?

- the opportunities for children to develop their writing skills.
- the opportunities for children to develop their understanding of simple problem solving and their recognition of numbers.
- planning, to provide opportunities for children's physical development on a daily basis.

- the strategies to monitor and provide a consistent approach to behaviour management.
- the use of time and staff deployment, ensuring that all elements of the session promote children's learning
- the use of children's assessment to inform the planning to ensure that children's learning is challenged and extended.

What has improved since the last inspection?

The pre-school has made poor progress since the last inspection and weaknesses in teaching and learning remain. An action plan was not drawn up and therefore the issues from the last inspection remain.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in personal, social and emotional development. They are confident and most children behave well. They relate well to each other and adults and learn to share and negotiate. Children's behaviour is not managed consistently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

There are significant weaknesses in the children's progress in communication, language and literacy. Children are confident speakers and engage in conversations with adults and children. Children have little opportunity to develop their writing skills during play. Most children listen to the story at the end of the session but become distracted due to the length of this activity.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

There are significant weaknesses in the children's progress in mathematical development. Children are confident in counting to 10. Children are not sufficiently challenged in planned or everyday activities to develop their recognition of numbers or to begin to solve simple number problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make generally good progress in knowledge and understanding of the world. They are curious and enjoy exploring and investigating with a range of materials and resources. They talk about their own lives and enjoy activities where they learn about different cultures and beliefs. However they lack regular opportunities to use simple IT equipment.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

There are significant weaknesses in the children's progress in physical development. They move confidently and use tools with increasing control. Regular activities are not planned to support learning in this area although the group offers a Kinda club on a monthly basis that pre-school children are involved in.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in creative development. They have a variety of opportunities to explore colour, texture and smell. Children enjoy simple songs and rhymes and know them well. However, children are sometimes unable to express their own thoughts and ideas when taking part in some activities which are very adult directed.

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

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Provide more opportunities during regular activities and routines for children to count, learn to recognise and write numerals and to solve simple number problems.
- Improve the planning to provide information about how activities can be extended and how learning objectives can be achieved.
- Provide more opportunities during regular routines and activities for children to use drawing and writing to express their own ideas.
- Evaluate the use of time, staff deployment and resources so that all elements of the session, such as register, snack time and story time are used fully to promote children's learning.
- Ensure that strategies are in place to provide consistent management of behaviour for all children.
- Give more emphasis to physical development in the planning of day to day sessions.

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.