



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 116825

DfES Number: 517261

INSPECTION DETAILS

Inspection Date 04/11/2003
Inspector Name Claudia Padfield

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Andrews Pre-School
Setting Address Albert Road
Caversham
Reading
Berkshire
RG4 7AW

REGISTERED PROVIDER DETAILS

Name St Andrew's Pre-School 900218

ORGANISATION DETAILS

Name St Andrew's Pre-School
Address St Andrew's Church Hall, Albert Road
Caversham
Reading
Berkshire
RG4 7AW

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. Andrew's Pre-school, Caversham, Reading is a committee run group registered to accept up to 30 children aged between 3 and 5 years.

The group has been running for over 30 years and meets in the hall of St. Andrew's Church.

The group have use of the large hall, small hall/foyer, kitchen, toilets and cloakroom.

There is disabled access and toilet.

There is a large car park which can be made safe for children to use for outdoor play.

The pre-school serves the diverse, local community and operates a waiting list for admissions.

There are 6 permanent members of staff who 5 have relevant qualifications.

The pre-school is registered with the local authority Early Years Development & Childcare Partnership to accept funding for 3 & 4 year olds pre-school education.

The setting is able to support children with special educational needs and those for whom English is a second language.

The group is a member of the Pre-school Learning Alliance (PsLA).

St. Andrew's Pre-school opens 5 mornings a week, 9.15 to 12 noon and 1 afternoon, 1 to 2.30 p.m. term-time only.

How good is the Day Care?

St Andrew Pre-school offers good quality care for children.

Many aspects of the provision are well organised and effective use made of the staff, space and resources. The premises provide the staff with extra challenge due to the lack of finish to general maintenance jobs. Cupboard doors not attached and large sheets of wood leaning against the wall in the main hall - playroom. Staff promote children's development and safety. Which are underpinned by sound documentation.

High priority is given to ensure the children's safety and to minimize any potential risks. Staff act a positive role models to promote health and hygiene. Staff understand the need to protect children and the procedures to follow if concerns arise. The children behave well and respond to staff with a growing sense of humour. Staff use praise and encouragement to foster the children's self esteem and independence.

The staff work well as a team planning and developing an interesting and stimulating range of activities which promote the children's thinking, creativity and understanding of the world in which they live. Children's learning and play is supported well by staff who provide a good range of challenges to suit the individual child.

The group have very good working relationships with parents many of who help at the setting on a regular basis. The setting provides good quality information which is updated and shared with the parents as required.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The group have detailed plans of activities and the children's development which are regularly updated and reviewed.
- Staff promote the children's good health and encourage children's independence during daily routines.
- Staff provide a stimulating learning environment and have a secure knowledge and understanding of the children's individual needs, which they cater for appropriately
- Staff keep detailed records which they share effectively with parents to inform them of their child's progress.

What needs to be improved?

- Lack of cupboard doors which store stacking tables and items from various groups using the premises.
- Dangerous storage of large sheets of wood in the large playroom.

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
4	ensure the inside of the building safe to allow children safe freedom of movement in the large playroom.

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

How effective is the nursery education?

St Andrews Pre school offers very good education for the children who attend.

The teaching is very good staff have a detailed knowledge of the foundation stage and take every opportunity to implement this in the day to day practise. Teaching is effective and stimulating in relation to the children's learning. Activities are well resourced and staff are able to plan further challenges to meet the needs of all children with in the group. Children's behaviour is good due to the high expectations and sensitive support from staff.

The planning and assessment systems are used well to move children forward in their learning. This is regularly evaluated and revised to meet the funding requirements. Staff keywork children and support for those with special educational needs is very good. They follow the code of practise and liaise with outside agencies.

The group have strong leadership and management, staff are deployed effectively to enhance the children's learning. Planning and preparation is very good this is backed up by regular evaluation of activities. Staff are receptive to new ideas and identify the groups strengths and weaknesses this in turn contributes to the ongoing development of the group.

Partnership with parents is excellent and contributes to the children's learning. The group produce well written documentation and share in the observations and discussion about their child's progress. Parents attend sessions and support staff on a regular basis.

What is being done well?

- Staff create a well planned stimulating environment where children learn through a wide range of activities.
- Children's Personal Social Emotional Development is very good, staff are skilled in allowing children to be confident, use their initiative and become independent learners.
- Children are developing positive relationships with adults and peers, through frequent opportunities for language related activities, encouraging communication and negotiation.
- Staff have a secure knowledge and understanding of how children learn and use the ELGS to plan effectively.
- Children have good opportunities to explore shape and number through everyday activities.

What needs to be improved?

- The planning needs to continue to develop in areas of physical development to identify the areas of learning and how staff will move the children forward.

What has improved since the last inspection?

The group have effectively addressed all key issues from the last inspection and written plans are reviewed to ensure all children progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have positive attitudes to learning. Relationships are good and children show consideration and support for others. They are confident in their interaction with staff and can express themselves well. Children respond well to the clear expectations for behaviour. Children are respectful and show sensitivity to others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen well to each other and staff, showing an awareness of the listener. Children's contributions during group time are encouraged and valued showing a warmth and understanding. Children confidently recognise letters and write for a purpose. staff reinforce and extend learning opportunities using varied methods of story telling to reinforce and develop children's language

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children explore maths in a variety of every day activities, days of the week, months of the year and counting children during story telling. Many children count and compare numbers with skill. Good activities are provided to extend and promote children's understanding for example the topic about buying and selling a house.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children talk confidently about events in their personal lives and have a growing awareness of other cultures and beliefs. The children are confident in designing and very skillfull and in their use of technology.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy a variety of physical opportunities with in the day to day curriculum the group need to develop evaluations to extend and challenge some of the children further. Children handle tools, materials and objects safety and with increasing control. Children move confidently within the setting showing a good awareness of space for themselves.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are provided with every day opportunities to explore colour shape and texture. They enjoy expressing their ideas through a good range of activities such as role play, collage, painting and movement. The children have a lively sense of humour that is appreciated by the staff team, who develop this further through a variety of role play and imaginative sessions.

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:

- Identify how planning for physical development can extend the children's 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.