



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 307185

DfES Number: 518416

INSPECTION DETAILS

Inspection Date 15/03/2005
Inspector Name Julie Wright

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St. Sebastians Nursery Class
Setting Address United Reformed Church
Hollins Lane, Marple Bridge
Stockport
Cheshire
SK6 5BB

REGISTERED PROVIDER DETAILS

Name The Committee of St Sebastians Pre-School

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 Sebastian's Pre-school registered in 1992. It operates from the Church Hall, with kitchen and toilet facilities. There is no suitable outdoor play area, however with parental consent children are taken on occasional outings to the village and park. The group serves the local area.

There are currently 20 children from 2 to 4 years on roll. This includes 3 funded children. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week during school term times. Daily sessions are from 09:00 until 11:45 with extended sessions on Tuesday and Wednesday from 11:45 until 13:00.

Five part time staff work with the children. All the staff have early years qualifications to NVQ level 3. The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

St Sebastian's Nursery Class provides satisfactory sessional care for children. There is an established staff group who have appropriate qualifications and relevant experience. Staff are aware of their independent roles, however they do not consistently work effectively as a team to ensure that the needs of all children are met. The environment is light and warm with defined activity areas. The group has age-appropriate toys and equipment which are used to link with current themes, some of which reflect diversity. Records and documentation are maintained and suitably organised.

Most of the areas used are maintained in a safe condition with the majority of hazards minimised. There is a clear sickness policy to protect children from the risk of illness and infection. There are policies related to health and hygiene practice and

procedures, with the omission of medication issues. At snack time children are offered a balanced variety of snacks and a choice of drink. Children who stay for lunch bring packed lunches and food is appropriately stored. Individual requirements are recorded and respected. Staff have a clear understanding of special needs issues and also demonstrate awareness of child protection procedures.

Staff develop familiar relationships with the children who are settled and co-operative in the group. Activities and themes are planned and children are given some opportunities to choose where they play, with most adult support and attention given to activities at tables. The daily routine is structured and formal. The children respond well to the age-appropriate behaviour management policy and methods used by the staff. Self-esteem is promoted during sessions through praise and recognition of children's achievements.

Staff have good working relationships with parents who provide positive feedback on the care offered. Information is shared and recorded to meet the individual needs of children and parents.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The manager has produced an action plan which identifies areas for development in the setting. Since September 2004 a key worker system has been implemented, policies and procedures have been updated and planning is being developed.
- There are clear vetting and recruitment procedures in place. The manager has attended various courses through the EYDCP. The Birth to Three matters framework training is planned to develop the care of the two year old children.
- The behaviour management policy works well in practice. Staff use age-appropriate positive strategies to promote good behaviour. Issues are discussed with parents and recorded appropriately.
- Staff are friendly and welcoming towards parents. Information is provided on the notice board, newsletters and in the parent handbook. Parental contributions are valued.

What needs to be improved?

- the organisation of staff, planning and preparation of activities
- the safety of electrical sockets, flooring and the details on the fire log
- the medication procedures
- the resources and activities to reflect and promote diversity.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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

Std	Recommendation
3	Deploy staff effectively to ensure children have balanced opportunities for independent play and creativity, with appropriate levels of support and supervision.
6	Ensure that all hazards are minimised and extend the details of evacuation in the fire log book.
7	Develop a medication policy, obtain written permission from parents before administering medication and keep a written record, signed by parents, of medicines given to children.
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

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

How effective is the nursery education?

St Sebastian's Nursery Class provides education which is acceptable and of good quality. Children are making generally good progress towards the early learning goals. The programme for maths is very well planned and their development is very good. However their physical development has significant weaknesses.

Teaching is generally good. Staff have an understanding of the Foundation Stage and plan activities to meet the needs of the children. However the newly implemented system of planning and assessments is still being adapted to suit the needs of staff and children. Good support is provided for children with special needs. The use of Makaton and the adaptation of activities is effective in practice. The organisation of the setting is at times very formal, such as circle time, and does not effectively meet the needs of younger children. Staff are sensitive to individual children's needs and act as positive role models. The frequent use of praise enhances the children's confidence and self esteem.

Leadership and management is generally good. The newly appointed manager is supportive of staff and encourages them to try new ideas with the children. The manager has identified weaknesses within staff's training and has implemented appropriate support and training opportunities. Management has identified weakness within the children's physical development and is looking to address this. The leadership and management are committed to providing an effective educative programme.

Partnership with parents is generally good. Parents are supportive of the setting and the education their children receive. Systems are beginning to emerge whereby parents are able to see their child's profile at the end of each term and to make comments on them. Staff are to display the planning and extension ideas for parents to carry out at home with their children. The partnership with parents is valued highly by the setting.

What is being done well?

- A very good relationship has been developed with the parents. Staff are developing new systems to enable parents to become more involved in their children's learning and to comment upon their progress.
- Children are interested in new activities such as making crispy cakes. They are developing their independence skills and see to their own needs well.
- Children speak clearly and are developing an awareness of the listener. Children are confident to mark make and to write their names. They are confident to self register each morning.
- Children count confidently to 5 with some to 10. They confidently recognise a range of numerals within the setting and books.

- Children are interested in living things and have developed a good understanding of how plants and bulbs grow.
- Children have good opportunities to express themselves in a variety of role play scenarios such as the Health Centre supported by an appropriate range of resources.

What needs to be improved?

- the organisation of some resources to enable children to select additional resources to extend their play opportunities
- the organisation of book areas to encourage children to access them on a regular basis
- the introduction of different cultures and beliefs to extend the children's understanding of the world in which we live
- the opportunities and time to enable children to develop their large physical skills such as climbing, using wheeled toys and large equipment
- the over direction by staff in some art and craft activities that hinders the children's creativity
- the systems to ensure the recently adopted planning and assessment schemes are effectively deployed by staff and clearly identifies the next steps for children.

What has improved since the last inspection?

Generally good progress has been made in addressing the key issue from the last inspection. This was to extend the opportunities for children to write, including writing their names, for a variety of purposes. Children find their name each morning and sign in on the paper on the front desk. Children are well supported by their parents in this activity. Children freely access the writing areas and confidently write their names. Children have good opportunities to write in role play scenarios though this could be further extended to other areas such as marking their own art work.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children separate well from their main carers. They play well with their peers and actively seek out their friends. They show good levels of personal independence finding and putting on their coats and seeing to their personal needs. Children move freely around the setting and choose where to play. However children have limited opportunities to select additional resources to extend their play. Children are well behaved and respond well to staff's requests.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are learning about letter sounds and names. They confidently recognise their own name and enjoy self registering each morning. Children enjoy listening to stories and learn how books are organised but do not freely access the book areas. Children enjoy singing a range of songs especially for the Easter Concert. Children enjoy mark making at the writing area with some children able to write recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff use a range of resources and practical activities to help children learn to count and recognise numerals. Children can name some shapes. They use mathematical language well in every day conversation such as small big, long short. Children have enjoyed making the sun flower height chart and marking their height. Children have good opportunities to bake. They learn about addition and subtraction through number songs and rhymes. They match and sort well with plates and cups at snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy looking at real objects such as bulbs and plants. They are eager to notice changes as the flowers open and some children can successfully identify parts of the plants such as stem and roots. Children develop a range of skills using programmable resources. Children are confident to talk about their families and look forward to forthcoming events such as a birthday party. Children have limited opportunities to learn about different cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children enjoy the Sticky Kids activities linked to music. They use small tools and resources with increasing control. However children have limited access and opportunities to use wheeled toys, climbing resources and large equipment to develop their large physical skills. Children move confidently and safely around the setting. They learn about health and bodily awareness through daily routines such as hand washing before eating and preparing foods.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are keen to sing a range of songs. They have daily opportunities to engage in art and craft activities however staff sometimes over direct the children's activities which limits their creativity. Children use their senses well in baking suggesting the crispy cakes are like coco pops. They enjoy listening to music and make links into what they can hear such as the music sounds like Shrek. Children enjoy role play scenarios and engage others in their play as they all go shopping.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- Evaluate the recently adopted planning systems and the methods for charting children's progress to ensure they link to the stepping stones and can be used effectively to chart children's progress and identify the next steps in children's learning.
- Increase the availability and opportunities for children to develop their large physical skills and to use a range of large resources.

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.