



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 300711

DfES Number: 530141

INSPECTION DETAILS

Inspection Date 14/07/2004
Inspector Name Jill Lee

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Chads Pre-school
Setting Address 54-56 Abbey Lane
Sheffield
South Yorkshire
S8 0BP

REGISTERED PROVIDER DETAILS

Name The Committee of St Chads Pre-school Playgroup 1037932

ORGANISATION DETAILS

Name St Chads Pre-school Playgroup
Address 54-56 Abbey Lane
Sheffield
South Yorkshire
S8 0BP

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 Chad's Pre-School has been a registered community playgroup for over 30 years. It operates in St Chad's Church Hall in the Meadowhead area of Sheffield. It serves the local area.

The pre-school has use of one large play room, and kitchen and toilet facilities. Although the premises are shared with other church user groups, the pre-school has sole use when in session. There is a fully secure, part-paved and part-grassed outdoor area, offering safe opportunities for outdoor play activities.

Sessional care is provided each weekday, for children aged over two and a half years, during term time only, from 9:15 to 11:45.

They are currently caring for 36 children of which 11 three year olds and 10 four year olds are in receipt of nursery education funding. There are no children who have special needs, or for whom English is an additional language.

There are four staff working directly with the children; of these, two have an appropriate qualification in child care and two are working towards this. Two additional staff work as assistants, and two regular emergency supply staff are available.

The pre-school receives support from the Local Authority.

How good is the Day Care?

St Chad's Pre-School provides good quality care for children.

Staff create an environment which is bright, child friendly and welcoming; children have well planned access to resources and activities which support experiences in all areas of learning. The daily routine is relaxed and child led, offering lots of time for free and independent play. Children are confident and enthusiastic; they enjoy well planned physical experiences within the daily environment.

Policies and procedures are comprehensive, understood by all staff and implemented effectively, although some revisions are recommended. Staff give high priority to children's safety and well being at all times, and they conduct careful risk assessments for all planned activities. Children's awareness of risk and safety is raised well, enabling them to use the whole environment safely and with confidence.

Children are sensitively supported by staff, who encourage children to be caring and co-operative. They are able to share and take turns, and they become aware of the needs of others. Staff know children well, and children develop warm and trusting relationships; they are settled, confident and secure.

A strong partnership has been developed with parents. Parents know staff well and feel welcome in the pre-school; relationships are relaxed and comfortable. Parents are able to help out on rota and become members of the management committee. Good daily communication ensures information is shared well.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Sessions are well organised and staff create a welcoming and stimulating environment, which is well resourced to offer children experiences in all areas of learning.
- Health and safety policies and procedures are comprehensive, well understood by staff, and implemented effectively. Staff place high priority on children's safety and well being.
- Staff interact sensitively and skilfully with the children, and show interest in what the children do, supporting them to use the well planned environment with confidence. Individual needs are supported very effectively.
- Children are happy, secure and settled in the pre-school; they develop warm relationships with staff and with each other.
- Parents feel welcome and relaxed in the group; relationships are open and friendly. They receive good quality information about their child's experiences.

What needs to be improved?

- the clarity of the procedure to followed if a child is lost
- clarity regarding consents for administration of medication, and maintaining of a record
- the Child Protection policy, to include action to be taken if an allegation is made against a member of 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 |
|-----|--|
| 7 | Establish a clearer written parental consent system for the administration of medication, and ensure a record is always kept if medicines are given. |
| 13 | Review the Child Protection policy to include the action to be taken if an allegation is made against a member of staff. |
| 2 | Ensure all staff are familiar with the procedure to followed if a child is lost. |

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

How effective is the nursery education?

St Chad's Pre-School provides generally good quality nursery education, effective teaching is helping children to make generally good progress towards the early learning goals in all areas of learning. Provision for communication, language and literacy, physical and personal, social and emotional development is very good. Children are confident, enthusiastic and motivated to learn.

The quality of teaching is generally good. Staff provide good experiences in all areas of learning, but activities to promote exploration, questioning and creativity, with free and independent access to tools, materials and resources, are not planned and organised in sufficient detail. This limits opportunities for children to use their imagination and develop their own ideas.

Curriculum planning clearly shows the purpose of activities, and staff know children well and are deployed effectively to support children's individual needs. However observations and assessments are not used systematically to inform how activities are to be differentiated in planning for next steps in children's learning.

Good behaviour is consistently praised and re-inforced; children very well behaved. They are helpful and caring, and become sensitive to the needs of others, encouraged by high expectations and sensitive support of staff.

Leadership and management is generally good. Staff work together effectively as a very strong team and there is well planned access to appropriate training opportunities. Processes to share, evaluate and monitor practice are developing, but are not yet robust.

Partnership with parents is very good; parents are well informed about the foundation stage curriculum and are encouraged to become actively involved in their child's experiences at pre-school. Relationships are friendly and relaxed, and staff share information about children's progress daily; parents are able to contribute to their child's development record.

What is being done well?

- Children are confident and secure; they are motivated to learn and try new experiences, and they concentrate well on activities they enjoy.
- Staff have created a welcoming and child centred environment which promotes children's choices and independence.
- Children are well behaved; their self esteem is high, and they develop caring relationships with each other and staff within the supportive and stimulating learning environment.
- Staff work very effectively as a cohesive team; they are committed to

developing self evaluation procedures and improvement of their practice.

- Parents are well informed about, and are encouraged to be actively involved in, their child's experiences at nursery.

What needs to be improved?

- organisation of the pre-school environment, to encourage children to access tools, materials and resources more freely and independently, and more planned opportunities encouraging children to explore, use their imagination, and develop and extend their own ideas;
- use of observations and assessments of individual children's progress, to differentiate learning opportunities and increase stimulus within both planned and freely chosen activities, and at group times.

What has improved since the last inspection?

Children are encouraged to practise writing their name in everyday activities, and on their own work; many of the children enjoy practising writing.

Development records are now in place showing children's attainments and progress towards the early learning goals in all areas of learning; these could be used more effectively to differentiate learning opportunities and increase stimulus within both planned and freely chosen activities, and at group times, to increase challenge and encourage progression.

Planned opportunity is offered to parents twice yearly to discuss the records and to share their own observations of their child's progress.

Activities and resources are planned to encourage children to question and reason why things happen and how they work; however stimulus and opportunity for children to develop and extend their own ideas and imagination is limited within the everyday environment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children use initiative in selecting activities and resources; they concentrate well and persevere to develop new skills and to complete activities. They participate enthusiastically in group times. Children understand expectations and their behaviour is very good; they listen to others, take turns and share. They develop confidence, and are able to express their own needs and consider the feelings of others. They enjoy new experiences linking them with the local community and other cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children share experiences, communicating their ideas confidently. They interact well and negotiate with others to resolve problems. They listen carefully and begin to develop reading skills, sharing and enjoying books for information and enjoyment. They use writing to record and communicate in different ways; they practise writing their name. Children learn to recognise their name, and older children know and can name the sound of many letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy number rhymes, and counting, recognising numbers and using number names accurately up to ten. They match, sort, and sequence, but their understanding is not sufficiently reinforced by opportunity to solve problems involving language like how many more/less, and opportunity to explore shape, size, measure, weight and capacity in everyday practical activities. They use comparative size and positional language with comprehension.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children go on nature rambles to learn about the natural world and visit the local environment, and are encouraged to observe and record their findings, for example in maps. They make models but have insufficient free opportunity to try varied tools and techniques in their construction, and to explore and question how things work in independent play. They are usually able to access a computer independently. They talk confidently about their own lives, and learn about the lives of others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children experiment with movement as they move under and around a parachute. They throw and catch balls, balance on stilts, pedal on bikes, and are encouraged to practise and develop specific skills. They climb and balance on large equipment. They develop fine motor skills in small world play and painting; they practice writing, cutting and threading, and use cutlery to make sandwiches for the teddy bears' picnic. They learn how to take care of their bodies.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children explore paint and dough, and experiment with colours; they express their imagination in art work and role play, but need more free access to varied media and materials to encourage expression of their own ideas. They draw on their own experiences well but need more varied stimulus to help develop and extend their imagination in their role play. They enjoy songs and action rhymes, dancing and making music.

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

- consider ways in which the pre-school environment could be planned and organised to encourage children to access tools, materials and resources more freely and independently, to increase stimulus and provide more opportunity for them to use their own ideas and imagination to explore, question and be creative;
- consider how observations and assessments of individual children's progress could be used more effectively to vary learning opportunities and increase the stimulus within both planned and freely chosen activities, and at group times, to increase challenge and plan for progression.

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.