



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 107054

DfES Number: 582618

### INSPECTION DETAILS

Inspection Date 21/06/2004  
Inspector Name Janice Clark

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name St Bonaventures Pre-School  
Setting Address St Bonaventures Church  
Greyfriars Hall, Friary Lane, Bishopston  
Bristol  
BS7 8HN

### REGISTERED PROVIDER DETAILS

Name St Bonaventures Pre School 1031004

### ORGANISATION DETAILS

Name St Bonaventures Pre School  
Address St Bonaventures Church, Greyfriars Hall  
Friary Lane  
Bishopston  
Bristol  
BS7 8HN

## 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 Bonaventures Pre-School is a well established setting. It operates from the parish church hall in Bishopston, Bristol. Children have access to a large hall and toilets. The group opens on Mondays, Tuesdays Wednesdays and Thursdays from 09.00 - 11.30 through term time only.

The group cares for children between three years and five years. Currently 33 children attend throughout the week on a variety of sessions. There are 32 children receiving funding for nursery education; 16 are aged four years and the other are aged three. The group do not have any children attending who have English as an additional language or special educational needs.

There are four members of staff working with the children including the person in charge. Two members of staff have a National Vocational Level Three qualification in childcare and the others are working towards this. They receive support from the Early Years and Childcare Partnership.

### How good is the Day Care?

St Bonaventures Pre-School provides good care for children. The environment is warm and welcoming for parents and children. The premises are clean and well maintained. The high staffing ratios with the addition of parent helpers ensures that the staff spend good quality time interacting with the children. There is sufficient space for children to play freely without restriction. There is a wide range of bright colourful and stimulating toys. All policies and procedures are in place. However, there is scope for improvement in this area.

Staff have a good awareness of potential hazards in the setting. They are aware of children's safety at all times. Staff are active in promoting good hygiene practice with the children. Drinks are readily available and they are offered a variety of nutritious snacks and fruit. Staff have good knowledge and understanding of child protection issues including the signs of abuse and neglect.

The group provide a wide variety of stimulating activities for children to progress in all areas of learning. The needs of the children are discussed on entry into the group ensuring that staff have good knowledge of the children. Staff have a positive attitude for caring for children with special educational needs. Behaviour in the group is very good.

Parents receive generally good information about the setting when they first enter the group. This includes information about the policies and procedures and the education provision. There are opportunities for parents to discuss their children's progress and development informally.

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

Not applicable.

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

- Staff follow a positive approach in their behaviour management. Good behaviour is rewarded with praise and encouragement. Children have good clear boundaries and they are regularly reminded of them.
- The organisation of space and materials allow children to make choices. All toys are easily accessible to all children and they are hygienically maintained.
- The group provide a wide range of toys and equipment that reflect positive images of culture, ethnicity, gender and disability.
- The staff interact well with the children. They talk to them, listen and question them effectively.

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

- recruitment procedures, to ensure that the appropriate references are requested for each individual
- documents, to ensure that there is an appropriate record kept of all visitors attending the group.

#### **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
1	Ensure that when recruiting staff, the appropriate references are requested for each individual.
2	Ensure that appropriate records are kept of all visitors attending the group.

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

### How effective is the nursery education?

St Bonaventures Pre-School provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. The provision for their personal, social and emotional development, creative and physical development as well as knowledge and understanding of the world is particularly well planned.

Teaching is generally good. Staff plan interesting and stimulating activities for children. They interact question and listen to children effectively. Planning is informative, topic based and linked to the stepping stones and the six areas of learning. Observations of the children are used to inform the planning of what children should do next. However, the system is not entirely effective as planned activities and daily routines are not used to sufficiently challenge children in the areas of communication, language and literacy and mathematical development. Staff have a positive attitude towards children with special educational needs. Behaviour in the group is very good.

Leadership and management is generally good. Regular staff meetings and discussions ensure that there is good communication within the team. Staff work well as a team. They show commitment to further development through attending training courses. The education provision is monitored and evaluated through the planning system and the children's assessments. This is only partly effective as the areas of communication, language and literacy and mathematical development are not sufficiently covered.

Partnership with parents is generally good. Parents and staff work well together to ensure that the children settle well into the group. Parents are not fully involved in the observations and assessment of their children's development and progress. However, they do have informal opportunities to discuss their progress and development with the staff and relationships are good.

### What is being done well?

- Children enjoy listening to and responding to stories. Staff are developing children's concentration and imagination through dressing up as characters from stories such as 'Mrs Simkins Soup'.
- Parents are encouraged to share their expertise and to help assist with activities during the sessions. Staff offer them good information and guide parents appropriately to enable them to support the children's activities effectively.
- Staff are enthusiastic in their teaching they plan a range of interesting and stimulating activities for children including first hand experiences.

- Staff speak quietly and calmly to the children. They direct them and give clear instructions. This leads to a calm atmosphere where children are focused in their play and are progressing in a good learning environment.

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

- challenges for older and more able children to help them to use and extend their skills for example, linking sounds to letters and writing for a purpose in their play, using their mathematical awareness to solve problems in every day routines and activities
- partnership with parents, to ensure that they are fully involved in the process of assessing their children's development and that they have regular opportunities to contribute to the assessment and progress records.

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

The group have made generally good progress since the last inspection.

The group have introduced a planning system that is closely lined to the six areas of learning. The planning is informative and staff evaluate activities at informal meetings. Evaluations and the observations of children are used to inform future planning. However, there is scope for further improvement in this area. The group have developed their programme for communication language and literacy and creative development. There are still insufficient challenges for children in communication language and literacy. However, the programme for creative development offers children regular opportunities to express and communicate their ideas through a wide range of tools and materials, musical experiences such as songs, instruments and movement. The improvements made since the last inspection ensures that children are making generally good progress towards the early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and eager to learn. They are listening attentively and concentrating during registration as they answer to their names. They are exploring their feelings through songs. Children are working together co-operately as they take part in team games. They are able to select and use resources independently and choose from a wide range of activities. They are developing good self-esteem when they talk about their own and listen to other's experiences with 'Bonnie Bear'.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy listening to and responding to stories. They are learning that print carries meaning in an environment that is rich with print. They are developing a love for books and learning how to handle them properly in a comfortable well stocked book corner. Children are beginning to develop their writing skills and are encouraged to write their names. Children do not have regular opportunities to link sounds to letters or further develop their writing skills through writing for a purpose.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning to count up to ten and beyond during registration and do simple subtraction through number rhymes. They are using a range of mathematical language during their physical play as they go over, under and through obstacles. Children are making patterns as they clap their names out with their hands to music. However, children do not have regular opportunities to solve problems during every day routines and activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are looking closely at similarities, differences and patterns of change as they explore and investigate small animals through an outreach visit from the zoo. They are using a large variety of materials and implements as they construct and design pirate ships and other objects. Children are developing a knowledge of their own cultures and beliefs and those of others as they participate in interesting and varied themed activities as they explore festivals.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are moving with imagination, confidence and safety as they climb, balance, jump and crawl up, over and through a wide range of physical play equipment. Particular good use is made of the local school playing field as staff take a variety of equipment outside on a regular basis. Children manoeuvre bikes around objects with safety. They are developing their small manipulative skills as they use a range of real tools and implements as they build objects and bake bread.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are using their imaginative skills to role play familiar experiences and act out new ones as the home corner frequently changes into an office, café, hospital and camp site. They are exploring sound as they use a variety of musical instruments. Children are expressing and using their ideas through a wide range of materials, tools and musical experiences such as songs, instruments and movement.

**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**

- continue to develop and monitor planning and assessments to ensure that older and more able children have opportunities to link sounds to letters, write for a purpose in their play and to use their mathematical awareness to solve problems in every day routines and activities.
- ensure that parents and carers are fully involved in the process of assessing their children's development and that they have regular opportunities to contribute to the assessment and progress records.

*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.*