



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 305335

INSPECTION DETAILS

Inspection Date 18/12/2003
Inspector Name Sarah Elizabeth Howell

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Wilfrids Pre School
Setting Address Greenbank Lane
Hartford
Northwich
Cheshire
CW8 1JW

REGISTERED PROVIDER DETAILS

Name St Wifrid's Pre-School 1027964

ORGANISATION DETAILS

Name St Wifrid's Pre-School
Address Greenbank Lane
Hartford
Northwich
Cheshire
CW8 1JW

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

St. Wilfrid's Pre-school operates from two rooms adjacent to the Reception class within St. Wilfrid's Primary School. It is registered to provide care for 30 children aged from 2 years 9 months to five years.

The pre-school is managed by an independent committee. There are three permanent members of staff all of whom have a current Early Years Qualification. There is also a part-time administrator and two further support staff who work on a one-to-one basis with children attending who have special needs. Additional experienced relief staff are also available to cover staff sickness and training.

The pre-school has funded places for some three year olds and all four year olds attending. Places are allocated according to criteria outlined in the group's Admissions Policy.

The pre-school operates during term time offering daily morning sessions from 9;00 to 11.30 and four afternoon sessions from 13;00 to 15;15 hours.

There is an enclosed outside play area.

How good is the Day Care?

St. Wilfrid's Pre-school provides good care for children. It is well organised and run and good use is made of staff and space to promote children's learning and development. All three permanent staff hold Early Years Qualifications at Level 3 NVQ or equivalent. Relief staff are available to cover for staff sickness and training.

The planning of activities and the way in which resources are used provides children with a wide variety of interesting play and learning opportunities. Activities are prepared which encourage children to explore, investigate and develop their understanding of the world around them at their own level and pace.

Equipment and play materials are wide ranging, plentiful and in good condition. Children are able to choose their play equipment independently as everything is stored accessibly around the room.

Staff have a good understanding of the safety needs of young children. A risk assessment on the pre-school rooms is carried out termly. Consideration needs to be given to varying the times of fire drills to ensure that children attending afternoon

sessions are included.

Staff provide varied and healthy snacks and use this time creatively to give children more opportunities to develop their skills and learning.

The pre-school is actively working towards inclusion for children with special needs by providing additional support staff, specialist resources and adapting the environment and staff skills to be able to meet all children's needs.

Staff have a good understanding of behaviour management issues. They anticipate and manage specific problems appropriately and give children positive recognition for both effort and achievement.

Staff at St. Wilfrid's work closely with parents. They provide detailed written information about how the group operates, planning and learning goals, as well as verbal and written feedback about children's individual development. A rota for parent helpers also operates at the pre-school.

What has improved since the last inspection?

At the last inspection a number of actions were raised relating to updating and improving records and policy documents at the pre-school. All of these items were reassessed at this inspection and were found to comply with the National Standards. Staff have reviewed and updated all their records and policies and now provide parents and staff with clearly written, accessible procedures and information.

What is being done well?

- the provision of well resourced and planned play activities is good. The home corner is particularly popular with children because it provides an exciting and fun opportunity for children to play imaginatively together. It is well set out and has a good quantity and range of appropriate accessories which children put to good use in their role play and pretend games.
- the pre-school environment is warm and welcoming for both parents and children. Displays of children's work are at child height and provide lots of visual references about activities undertaken during the sessions as well allowing children to take pride in their achievements. Display material also provides children with positive references to other cultures.
- the provision for children with special needs is also good. Staff have been learning Makaton to enable them to communicate more effectively with a child who is also using this form of communication at home. Staff are encouraged to take advantage of specialist training courses and additional cover is provided to enable them to attend these courses. Pre-school staff also work closely with colleagues from other areas such as social services and health to enable them to be able to provide appropriately and consistently for the needs of all children attending.
- the approach taken to managing children's behaviour is well-planned, understood by all staff and consistent with children's age and understanding.

Staff identify potential problems and intervene early to prevent problems escalating. Staff promote a culture of "kindness"; encouraging children to share, take turns and have regard for one another's feelings. Children respond positively to the approach taken and as a result staff spend minimal time actively managing inappropriate behaviour.

An aspect of outstanding practice:

Staff have visited " Early Excellence Centres" to look at how they might develop their commitment to children's play and learning. The impact for children has been the provision of well resourced and imaginatively laid out activities where they are able to direct their own learning, for example the water play area and the craft and mark making areas. Children can spend extended periods of time involved in these activities developing their imagination and refining specific skills. Staff are nearby to encourage and support children if required. In this way children become more independent in their learning.(Standard 3)

What needs to be improved?

- evidence of staff's qualifications;
- the recording of children's arrival and departure times where this is outside normal session times;
- the timing of fire drills to include children who attend afternoon sessions only; and
- the provision of additional staff with a current first aid qualification.

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	Consideration should be given to providing evidence of staff's qualifications on the premises.

2	Devise system for recording children's arrival and departure times when they are outside normal session times.
6	Serious consideration should be given to varying the times at which the fire evacuation drill is undertaken so that children attending afternoon sessions are also included.
7	Consideration should be given to having a second member of staff with a current first aid qualification to cover if the usual first aider is off sick.

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.