

Stanground St. John's Pre-School

Inspection report for early years provision

Unique Reference Number 256825

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Inspector Carly Mooney

Setting Address St. Johns Primary School, Chapel Street, Stanground, Peterborough, Cambridgeshire, PE2 8JG

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Registered person Stanground St. John's Pre-School

Type of inspection Integrated

Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Stanground St. John's Pre-School opened in 1995. It is situated within the grounds of St. John's Primary School, in Stanground, a suburb to the south of Peterborough City Centre. It serves the local area and surrounding villages. It operates five days a week, term time only. Sessions are from 09:00 to 11:30 hours and 12:30 to 15:00 hours. A lunch hour is offered from 11:30 to 12:30 hours as an extended care period.

The Pre-School is registered for 25 children at any one time from two years to under five years. There are currently 52 children on roll. This includes 22 funded children. Children attend for a variety of sessions. The setting has experience of supporting children with special educational needs and those who speak English as an additional language.

The pre-school employs six staff, over half, including the manager, hold appropriate early years qualifications. The setting receives support from a pedagogical teacher and childcare advisor from the Peterborough Sure Start Strategic Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted as staff follow sound hygiene procedures. For example, they take positive steps to prevent the spread of infection by cleaning tables with anti-bacterial fluid prior to snack time. Children wash their hands before eating and after activities, such as petting the rabbit. Staff reinforce why it is important to do so and help children develop clear personal hygiene routines. Children enjoy helping to wash and dry up the cups and plates after snack which gives them an understanding of how we keep things clean. Some staff hold current first aid certificates which enables them to respond appropriately if a child has an accident. Appropriate procedures are in place to record any accidents and parents are notified of when their child has sustained an injury.

Children are offered an extensive range of healthy snacks which promote their growth and development, this includes fresh fruit, cold meats and vegetables. Children are able to eat as much as they would like to satisfy their hunger. They pour themselves drinks or use the water station throughout the session to control their own thirst. Children have been on a shopping trip to a local supermarket to buy their own snack, which enables them to be fully involved in choosing the foods they wish to eat. Parents provide packed lunches which the children eat together to develop their social skills. Staff encourage parents to provide healthy options for their child's lunch.

Children are able to develop their physical skills and enjoy fresh air in the outside play area. They spend a substantial part of the session outside, where they are free to ride bicycles, play football and catch with beanbags, amongst other activities. Children negotiate space well as they travel around and between the furniture inside the pre-school and with bicycles and scooters outside. They concentrate hard to follow a track on the ground, being careful not to bump into each other. Children's fine muscle skills are developing well as they use a range of equipment, such as scissors, pencils and play dough tools.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a well-organised environment with clearly defined play areas. They have independent access to a varied range of safe and suitable equipment which is in good condition and stored at child height. Toys and resources are age-appropriate, clearly labelled with words and pictures and children are stimulated and interested in what is available.

Children are cared for within safe and secure premises which are warm and brightly decorated. Children's art work, photographs and posters create a welcoming environment for children and their parents. Children's safety is promoted well as staff have a clear understanding of how to promote this area and minimise risks to children. For example, thorough risk assessments are undertaken and regularly reviewed, the premises and outdoor area are very secure during the session and there is a high staff to children ratio. Staff allow children to take calculated risks with good adult supervision, such as cutting up their own apple at snack time. This enables the child to understand about the correct handling of sharp tools and encourages their independence. Regular fire drills are practised including ones which are child led, enabling children to understand the importance of keeping themselves safe in the event of an emergency.

Children's welfare is effectively safeguarded, as parents complete paperwork which would allow staff to act quickly if a child becomes ill or there is a medical emergency. Children are never released to an adult unless consent has been given by parents. An effective child protection policy is in place which ensures children's safety and well-being are the main concerns of the group. All staff have attended child protection training and staff are aware of the procedures to be followed should they have any concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children generally settle well at the pre-school and staff are caring and supportive as they leave their parents and carers. As a result, all children quickly involve themselves in the suitable range of activities that have been set out by staff prior to their arrival. New children to the setting are beginning to gain confidence and are happy to approach staff for assistance if needed. Staff understand the varied needs of younger and older children well and support younger individuals adequately. For example, nappy changes and opportunities for rest when children become tired. Staff plan and provide appropriate activities in line with the 'Birth to three matters' framework to support their younger children's development.

Nursery Education

The quality of teaching and learning is satisfactory. Staff plan and provide a sufficient range of activities which relate to the early learning goals and cover all six areas of learning. They demonstrate a sound understanding of the way children learn, they are flexible which ensures that children are interested, willing and eager to participate. They recognise most opportunities for extending children's learning and ask questions to provide challenge, successfully enabling children to think and predict for themselves during activities and general conversation. There is a sufficient balance of child and adult led activities, enabling children to develop their own interests through self-selection of resources. Staff make observations of the children during their play and activities and record these in their records of achievement. However, staff do not show how these observations relate to the early learning goals or identify the next steps in the children's learning which can be used to influence future planning. As a result there are missed opportunities to plan activities for specific target children. Generally, effective use is made of the session, offering a balance of free play, planned activities, outdoor play and large group times.

Children are displaying increased confidence within the setting and respond well to adults and their peers. They sing happy birthday to a child, helping to blow out the candles and enabling her to feel valued. Children have many opportunities to be self-sufficient throughout the session which adults encourage. For example, they cut their own fruit and pour their own drinks at snack time. Washing up and helping to tidy away the toys also gives the children a sense of responsibility. They are familiar with rules and routines and know that when the Wombles theme tune is played it is time to tidy up. Staff consistently praise and encourage children to build self-esteem and make them feel part of the group.

Children's mark-making skills are fostered on a daily basis with a selection of materials inside and outside. For example, drawing with chalks on the ground and at the mark-making table. Children are confident speakers and are able to increase their conversational skills during activities by interested staff, who initiate conversations. Children enjoy listening to singing story books and respond well to questions about what they have heard. They have some opportunities to recognise their name through the use of name cards and self-registration,

although there are missed opportunities to extend this further. Information displayed around the room, such as on storage boxes for toys, helps children to recognise that print has meaning.

Most children are able to count confidently from one to ten and are beginning to recognise numbers as staff give them opportunities to see and use numbers during their play, such as hopscotch in the playground. They are able to confidently match and sort colours. For example, a child picks up two red balls outside and says, 'they match'. Children are learning about a sense of time and place through discussion with staff and photographic displays within the room. Visits in to the local community, such as the supermarket, further supports children learning. There are regular opportunities for children to use technology, for example, the computer which helps to underpin learning in other areas.

Children are given a varied range of opportunities to develop their creativity in both planned and unplanned activities. For example, they enjoy squishing bread dough between their fingers as they pretend to make cakes and explore the feeling of paint in a paint tray with their hands. Children spontaneously access musical instruments to create sounds. Staff extend the activity further as they then encourage children to describe the different sounds they are making.

Helping children make a positive contribution

The provision is satisfactory.

Children from all backgrounds and of all abilities are warmly welcomed into the group by staff who help them to feel secure within the setting. All children are supported well, including those who speak English as an additional language. Staff work closely with the parents to ensure that children's individual needs can be met. There are adequate resources and play opportunities available to reflect diversity and acknowledge cultural differences, such as posters, dolls and jigsaws, although books to support this area of learning are limited. Children celebrate festivals and value differing lifestyles, for example Chinese New Year and Diwali.

Children generally behave well in the setting. Staff are calm and sensitive in their approach and give clear explanations to children, which helps them feel secure. For example, explaining to them why it is unkind to hurt someone. They make sure children are not bored or frustrated by keeping them occupied at all times. Children are beginning to learn to share resources and take turns in activities, such as sand and play dough. The use of coloured bands at the sand tray reinforces this. Children's self-esteem is thoroughly promoted by praise from staff. Their work is valued and displayed creatively around the room to further enhance their sense of belonging. Children's spiritual, moral, social and cultural development is fostered.

A positive partnership with parents contributes significantly to children's well-being. Parents are made aware that they can access the group's policies and procedures, although an uninviting parents' information stand does not encourage parents to do so. A parents' prospectus is given to all parents, however this has limited information and does not include a summary of procedures, such as complaints, medicine and sickness.

The partnership with parents and carers is satisfactory. Positive relationships between parents and staff are developing, which benefits the children's care and learning. Parents are greeted well and approach staff with ease. They receive adequate information about the Foundation Stage, although weekly planning is not easily accessible and therefore parents are not always consistently informed of what their child is learning on a weekly basis. Parents are welcomed into the pre-school and are given opportunities to discuss their child's achievements and

progress with their key worker through an open door policy. A home to pre-school diary also encourages parent participation in their child's learning.

Organisation

The organisation is satisfactory.

Overall children's needs are met. In general children are happy, have settled well and enjoy the activities on offer. Staff working with the children show care and concern for their welfare to give them a sense of well-being. The room is set out attractively and organised effectively so that children and staff can move around safely and easily to access the resources. Staff are suitably qualified and continue to develop personal and professional skills through regular training. Effective vetting procedures are in place to ensure that all staff are suitable to care for children, although information about all members of the committee was not available at the time of the inspection.

Documentation is clear and comprehensive and used effectively to support the running of the setting and the promotion of children's health, safety and welfare. Policies are regularly reviewed to ensure that children's continuing needs are met, although the most appropriate method of sharing this information is not always used.

The leadership and the management of the setting is satisfactory. Staff work well as a team and are clear in their roles and responsibilities. The supervisor is relatively new to the setting and has taken her time to settle in and get to know her staff. She has sound knowledge of the Foundation Stage and how to implement this. She is committed to providing quality childcare and monitors the effectiveness of the setting through parent questionnaires and staff meetings. The introduction of staff appraisals in the near future will further enable her to do this, as staff will be able to address their own strengths and weaknesses. Therefore, ensuring that the continuing needs of all children can be met.

Improvements since the last inspection

Staff have made some improvement since their last inspection. The ramp which leads from the fire exit is now safe for children and adults to use and the premises are now free from clutter.

A system has been adopted to identify children's next steps for learning and target children. However, this is inconsistent amongst staff and does not always follow through to planning to show which children an activity intends to target. Staff have developed their skills to ensure they are able to extend activities when needed to suit individual children. An inviting mark-making table and role play area is now available with a range of resources to extend learning opportunities for children, such as calculators, hole punches, rulers and keyboards. These all have a positive impact on the care, learning and welfare of the children.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted. These concerns related to standard 1; Suitable person, Standard 2; Organisation, Standard 6; Safety, Standard 7; Health and Standard 12; Partnership with parents.

Ofsted carried out an unannounced visit to the pre-school in respect of the complaint. Evidence was found to suggest a breach of standard 1 and two actions were raised. The registered person was required to provide evidence of how they will ensure they will notify Ofsted of all persons who are employed to work with children and how they will ensure they notify Ofsted of all

committee members. Two recommendations were also given under standard 6. The registered person was asked to ensure that the risk assessment addressed the fire exit's safety for children to use and to ensure that children were protected from the sun.

The registered person continues to be qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure Ofsted is informed of all current committee members
- develop systems in place to ensure all relevant information and policies are made more accessible to parents.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop planning and assessments further to clearly identify the next steps in children's learning and demonstrate how this is used to influence future plans
- develop systems in place to ensure that parents are regularly informed of what their child is learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk