



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 322041

DfES Number: 518646

INSPECTION DETAILS

Inspection Date 27/04/2004
Inspector Name Tracy Ward

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Johns Pre-School
Setting Address St John's Parish Centre
Wentworth Street
Wakefield
West Yorkshire
WF1 2QU

REGISTERED PROVIDER DETAILS

Name The Committee of St John's Pre-School

ORGANISATION DETAILS

Name St John's Pre-School
Address St John's Parish Centre
Wentworth Street
Wakefield
West Yorkshire
WF1 2QU

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 John's Pre-School is accommodated in St John's Parish Centre in the Wentworth area of Wakefield. The group is well established and is managed by a voluntary committee. They have been registered since approximately 1971. The group provides sessional care and education for children aged two and a half to five years. The children who attend are primarily from the local community.

The accommodation consists of one main playroom with toilet, and storage facilities adjacent with access to a fully enclosed play area, directly off the playroom. The pre-school occasionally makes use of an upstairs room within the parish centre, this is generally used for children attending the lunch club. A kitchen and hall on the first floor is also used for the children to access short planned activities.

There are 50 children on roll, of which 36 are funded, 14 of whom are 4 years old. There are currently no children attending with special educational needs (SEN) and three children attending who have English as an additional language (EAL).

The group currently operates in term time only Monday to Friday between 09:15 and 11:40 and Monday to Thursday between 12:30 and 14:55 hours.

There are eight members of staff in total, three of which are classed as relief cover staff. Four of the members of staff have appropriate childcare qualifications. The group receives regular support from the local Early Years Development and Childcare Partnership (EYDCP) including the teacher advisor, the reception teacher from the local school and is affiliated to the Pre School Learning Alliance (PLA).

How good is the Day Care?

St John's Pre-School provides good quality care for children. The environment is attractive and well organised. A warm welcoming play space has been created in which children enjoy attending and are very happy and settled. The staff team work very well together to manage children effectively. A good range of policies and procedures ensure the smooth day-to-day running of the facility.

Staff give priority to children's health and safety and regular risk assessments ensure that potential risks are minimal and children's health needs are met well. Good behaviour is valued and encouraged which results in children interacting very well with each other. Warm and caring relationships were observed between children of all ages and staff. Staff attend to children's individual needs well. The inclusion of children with special needs and English as an additional language is well managed.

The group is resourced to a good standard, with stimulating good quality play materials and equipment. Planning demonstrates that they provide an interesting and stimulating range of activities that build on children's natural curiosity as learners. Good quality interaction and a broad range of activities, effectively support children's learning. Children's ideas are valued and they are encouraged to make their own decisions. Clearly defined areas of play offer children many opportunities to self select their activities.

The playgroup works very well in partnership with parents. Good, warm relationships are fostered. Parents are kept informed regarding all aspects of pre-school life and their children's progress by a wide range of materials including displays, newsletters, and individual children's achievement books. All documentation is in place and most is completed appropriately.

What has improved since the last inspection?

At the last inspection the group were given a number of actions to complete, these have been well attended to.

A copy of all staff's clearance information is kept on file and a series of documentation makes up an effective operational plan. The registration system indicates staff and children's hours of attendance and the policy file now includes a safe procedure for outings and a medication procedure. Written risk assessments have been created for the first floor and kitchen areas. There is a confidential incident logbook for staff to complete if necessary and children can now freely access a jug of fresh drinking water as and when they require. These actions have had a positive impact on the children's health and safety.

What is being done well?

- The provision of a broad range of good quality stimulating resources and experiences that are presented to children in a very interesting and thoughtful way. Children are supported well and are enthusiastic in wanting to participate with their peers.
- There is strong emphasis on good manners, consideration and caring for others. Children are encouraged to behave well and have a good sense of right and wrong. They respond extremely well to staff's consistent, sensitive guidance and praise.
- The quality of care and teaching is very good, staff interact well with the children and use good questioning techniques, encouraging children to talk

about their play, learn new words and extend and investigate practical experiences.

- Staff are deployed effectively to ensure that ratios are maintained at all times and children have effective support to feel secure and confident in their environment. There is a good relief bank of staff to cover for any absences or emergencies.
- The security of the facilities is good and systems are in place to ensure there is no unauthorised entry or exit from the premises.

What needs to be improved?

- parental access to the compliments and complaints procedure, including the full details of contact information of the regulator
- the system for recording visitors' hours of attendance
- the child protection information, particularly the procedure to follow in the event of an allegation being 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
2	Ensure the registration system for visitors' details, records their hours of attendance.
12	Improve parents' access to the compliments and complaints procedure including the regulators contact details in full.
13	Extend the child protection information to include a specific procedure to be followed in the event of an allegation being made against a member of staff.

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

How effective is the nursery education?

St John's Pre-School provides a stimulating environment where children are confident and well motivated. They are making very good progress towards the Early Learning Goals (ELGs) in all six areas of learning.

The quality of teaching is very good and ensures that children are making progress confidently and move through the stepping-stones with enthusiasm and enjoyment. Staff have a secure understanding of the ELGs and use this and a wide range of resources to plan a programme of worthwhile first hand experiences for children. Staff interaction with children is very good, they question children effectively encouraging them to think and talk about what they are doing, encouraging them to share ideas, express feelings and develop their imagination. Time, accommodation and resources are managed very well. Staff set appropriate challenges for children of all ages and are aware of the needs of those children with SEN and EAL. They build on what children already know and extend their skills accordingly. The quality of planning, assessments and children's individual learning plans are good and all are linked together to produce the pre-school curriculum. Staff have realistic and consistent expectations for managing children's behaviour, which is very good.

Leadership and management is very good. The management and staff are committed to the continued improvement of the care and education of the children and are encouraged to access various training opportunities. Good systems for evaluating and reviewing the provision for nursery education are in place however there is no system for managing staff's professional development.

Partnerships with parents are very good. Parents are kept well informed of their child's progress and intended learning through informal verbal exchanges and more formal information sharing sessions. Staff actively encourage parents to become involved in helping their child learn and share their knowledge of the child's skills.

What is being done well?

- Children are confident and secure in their environment and behave very well, they are becoming self disciplined and are aware of others needs and feelings. They are learning to manage their own behaviour by playing and working in an environment that has clear and consistent boundaries, which are reinforced sensitively by the staff.
- The quality of teaching has a very effective impact on children's learning. Staff ensure that a good range of activities offer appropriate challenges to children, teach them new skills and are available for children to continue to practice and refine skills learnt. Freely accessible planned and continuous activities ensure that children's natural curiosity to investigate and experiment is fostered to a high standard.

- Children's opportunities to communicate, use their imagination and develop early skills for reading and writing are very effective.
- Children effectively learn to count, recognise shape, size, numerals and other mathematical ideas. They show very good progress in learning about basic addition and subtraction. Good levels of support and interesting resources promote this area well.
- The techniques used by staff to question children, encourage them to recall, predict and discuss activities and experiences have a very positive impact on their attitudes and motivation to learn. Carefully planned questions and language, extend and challenge older children's developing knowledge and skills.

What needs to be improved?

- opportunities to challenge three and four year old children to consolidate and refine skills in constructing and building with large pieces of equipment, objects and materials
- systems for monitoring and managing staff's professional development

What has improved since the last inspection?

At the last inspection the group were asked to develop children's opportunities to write for different purposes; indicate the challenges for more able children including four year olds in focused activities and extend the planning to show how activities are adapted to the needs of the children.

The overall progress made has been very good. Tools and materials for writing have been added to varying areas, particularly role and home play and children freely access them as part of their imaginative play. Writing materials are also available outdoors and clipboards and pencils enable children to move around and make lists. Children are encouraged to write their name at every opportunity, for example lists as to who is next on the computer. Planning for the short term and focused activities now identifies how equipment and resources will be used and adapted to meet the different learning needs of children. New resources and good quality interaction from all staff, support appropriate challenges for more able children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Three-year-old children work confidently and independently and four-year-old children take responsibility for their own tasks and work well as a team for example by writing their name on a list and waiting for their turn patiently. Behaviour is of a high standard and children respond positively to staff and their peers, all children show consideration for others and the environment. Children are happy, confident and highly motivated.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Four-year-old children express imaginative thinking confidently and speak and listen well in group situations. Three-year-olds are developing skills in speaking and listening and all children enjoy books and handle them appropriately. Children have good access to written text and tools to produce emergent writing, four-year-old children do so with increasing skill. Younger children confidently make marks and ascribe meaning to them, when writing names or lists.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently count in sequence, four-year-olds count independently to 10 and beyond. Three-year-old children are counting to five and use songs and rhymes to practice these skills. Some older children correctly identify numerals up to 10. Children effectively recognise basic shapes and use positional, size and weight language appropriately in their play. Four-year-old children are gaining a basic understanding of addition and subtraction and can compare groups of objects successfully.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

All children use opportunities to build construct and join materials together with increasing skill by accessing a wide range of first hand experiences to explore and investigate. They are skilled in using a computer and mouse control is excellent. Their knowledge of the local environment and wider world is developing well, role play and planned activities support this. They talk confidently about themselves and their families.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and safely throughout the environment. They show an awareness of space and others and negotiate obstacles successfully. Four-year-olds have good control over small equipment such as pencils, and small tools and three-year-olds are developing these skills successfully. Children gain good knowledge of keeping healthy. They have opportunities to construct and become agile with large apparatus, however they have insufficient opportunities to consolidate these skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children develop good skills in becoming creative and using their imagination spontaneously. They are successful in exploring shape, colour, form and texture in two and three dimensions, making models, painting and designing collage for their own purpose and in planned activities. All children are very confident in expressing real and imagined experiences in role and home play. Children enjoy music and song and respond purposefully and appropriately when joining in with singing and story.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- increase children's opportunities in their physical development to enable them to consolidate and refine skills in building and constructing with large pieces of equipment and resources
- develop effective systems for monitoring and managing staff's professional development.

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.