



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY241016

DfES Number: 537767

INSPECTION DETAILS

Inspection Date	16/10/2003
Inspector Name	Janet Armstrong

SETTING DETAILS

Day Care Type	Sessional Day Care, Creche Day Care
Setting Name	St Catherine's Pre School
Setting Address	St Catherine's School Pymore Road Bridport Dorset DT6 3TR

REGISTERED PROVIDER DETAILS

Name	The Committee of St Catherine's Pre School
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ORGANISATION DETAILS

Name	St Catherine's Pre School
Address	St Catherine's School Pymore Road Bridport Dorset DT6 3TR

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 Catherine's Preschool has been established for approximately a year and is located within the school grounds of St Catherine's Primary School, occupying the 'pavilion'. The school is set on the outskirts of Bridport.

It is a sessional preschool that is run by a committee of parent volunteers. The preschool is registered for twelve 3-5 year olds and opens Monday to Friday, 8:50 -11:20, term time only.

It serves the local community and places are offered to children who come from a range of different backgrounds, some of them have been identified as having special educational needs and they cater to children who have English as an additional language. The preschool is in receipt of the Government funding and currently eleven three-year-olds and three four-year-olds are funded.

The accommodation consists of a main play room with toilet facilities to the side of this room and a small kitchen area that is inaccessible to children. The preschool also enjoys regular use of the school hall and has access to extensive outdoor facilities, shared with the school.

The preschool employs a qualified preschool leader who holds NVQ III in child care and education and three members of staff (of which two are relief), of whom two hold a recognised child care qualification.

Support and curriculum advice is given to the preschool by the advisory teacher.

How good is the Day Care?

St Catherine's Preschool provides good quality care overall for children aged 3-5 years of age.

There is very good organisation. All appropriate documentation, records, policies and procedures are in place to support the effective running of the setting. There is good deployment of staff, who work well together as a team, are clear on the

procedures in place, and support the children well in their activities. They attend regular training courses to update their knowledge.

Safety is a strong feature of the setting. Staff have a good awareness and understanding and provide a safe environment for children. There are comprehensive procedures and documentation in place to assess and monitor the safety of the premise, furniture, equipment and toys. Staff follow appropriate procedures for promoting the children's hand hygiene, however children would benefit from having the use of another hand wash basin.

A very good balance and range of interesting and stimulating activities are provided that promote all areas of learning. The children are happy, involved and interested in their environment, with many opportunities to explore and investigate. Their behaviour is good. They have formed positive relationships with each other and with staff.

There are good partnerships with parents and carers. Parents are given detailed written information about the setting and the activities provided. They are kept well informed about their child's progress through daily, informal discussions and scheduled parent evenings. Currently there is no system in place to maintain confidentiality of the children's developmental records for parents to access.

What has improved since the last inspection?

Not applicable

What is being done well?

- There is a very good balance and range of interesting activities and opportunities that actively support and nurture the children's learning. The activities are supported well by knowledgeable staff who have a clear understanding of the early learning goals. Children enjoy basic science activities, such as, how to release the key frozen in an ice cube to open the treasure chest and pattern making using food colouring and kitchen roll.
- Staff's effectiveness and supervision of the children is very good. They are well deployed, supportive of each other, work well together as a team and have a good awareness of the children's individual needs.
- There are effective procedures in place to ensure a safe environment is provided and maintained through regular risk assessment and supervision of the children.

What needs to be improved?

- confidentiality of children's developmental records.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
12	ensure confidentiality of children's developmental records are maintained.

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

How effective is the nursery education?

The nursery education provided by St Catherine's Preschool is very good with children making very good progress in all areas of learning.

Teaching is very good. The staff team are knowledgeable and provide well-planned and interesting activities, which are meaningful to the children. Staff are positive role models and manage the children's behaviour well. Staff promote the children's personal, social and emotional development well through good support and provide opportunities for the children to build their confidence and gain good personal independence. Children are able to go to the toilet with no or little assistance and can competently pour their own drinks. There are insufficient challenges to encourage the children to use large scale equipment, such as climbing frame/equipment. Staff support children with special educational needs effectively and work closely with parents and other professionals.

Leadership and management of the setting is very good. Staff feel well supported and are encouraged to attend regular training courses. They are committed to improving the care and education of the setting with a suggestion box for parents and staff and seek advice and support from the advisory teacher.

Partnership with parents and carers is also very good. Parents are provided with detailed written information about the setting, the activities, themes and topics covered through a brochure, regular news letters and a notice board. They feel well informed about their children's progress.

What is being done well?

- Children's personal independence is fostered well with children confidently using the toilet facilities and washing their hands unaided. They competently pour their own drinks at snack time.
- Management of children's behaviour is effective. Staff are positive role models, providing a consistent approach and clear boundaries. Children are learning what is right and wrong and why.
- Activities are interesting, well planned and meaningful, and take into account the range of abilities in the group.

What needs to be improved?

- challenges for children to use large scale equipment such as a climbing frame.

What has improved since the last inspection?
Not applicable, this is the setting's first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have gained good personal independence and are confident in their environment. They use the toilet facilities unsupervised, wash their own hands and pour their own drinks competently at snack time. Positive relationships have been formed between the children and with staff. Children are well behaved and are learning what is right and wrong and why.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have many opportunities to mark make and are starting to form recognisable letters and some are starting to write their own name. Children have good communication skills and are able to clearly express their needs, ideas and feelings with others during play and in group situations. Children enjoy books and understand that print carries meaning and enjoy and retell familiar stories.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently up to 10 and some beyond this, in large group situations and alone in their play. They are appropriately introduced to number recognition and this is reinforced by counting the number of children present each morning, and linking it with the written number. Children are learning the concept of simple number operations through counting rhymes from 1 to 5 and 5 down to 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are given very good opportunities to explore and investigate and show an interest in why things happen and how things work, e.g. working out how to release the key frozen in an ice cube to unlock the treasure chest, exploring the use of cold water, using a hammer and hot water as possible solutions. Children are being appropriately introduced to their own and other cultures and beliefs and use everyday technology with confidence.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence and control, both indoors and outside, avoiding furniture and others at play. They have good access to a range of tools and materials to develop hand-eye co-ordination. They enjoy use of balls, hoops and skipping ropes and are learning to use them with skill. There are limited opportunities for children to use a range of large scale equipment such as a climbing frame.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are given very good opportunities to explore colour, texture, shape and form through structured activities such as gloop making, clay modelling and pattern design using food colourings. They have very good access to a range of tools and resources to develop fine manipulative skills. Children enjoy familiar rhymes and songs and match actions to words in large group activities.	
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:

- Point for consideration.
- increase challenges for children to use large scale equipment such as climbing frame.

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.