



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 145948

DfES Number: 514751

INSPECTION DETAILS

Inspection Date	07/04/2003
Inspector Name	Charlotte Jenkin

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	St Joseph`s Pre-school
Setting Address	The Chairperson St Josephs Place DEVIZES Wiltshire SN10 1DD

REGISTERED PROVIDER DETAILS

Name	The Committee of St Joseph`s Pre-school
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ORGANISATION DETAILS

Name	St Joseph`s Pre-school
Address	The Chairperson St Joseph's Place Devizes Wiltshire SN10 1DD

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. Joseph's Pre School has been established for 25 years. It operates from a mobile classroom within the grounds of the primary school, with access to toilets, kitchen area and outside play facility. The group is permitted to care for a maximum of 20 children aged from two to five years. The pre-school is registered to accept funded three and four year olds and currently has ten funded three year olds and eleven funded four year olds. It is open weekdays from 09:00 to 15:15 throughout school term time. There are currently no children attending with identified special educational needs or with English as an additional language. One full and six part time members of staff are employed. Five have early years qualifications and three are undertaking training towards a level 3 qualification and two are due to start training for a level 3 qualification later this year.

The group is a member of the Pre School Learning Alliance and has support from the Early Years and Childcare Development Partnership.

How good is the Day Care?

St Joseph's Pre-school provides satisfactory care for children.

The committee has clear roles and responsibilities and training plans are in place to ensure staff are suitably qualified. The setting is made welcoming with displays of the children's work and space is organised into learning areas. All necessary and up to date documentation is kept on the premises. The registration system is not effective in an emergency situation.

The pre-school ensures children's safety most of the time, having clear procedures in place for reviewing safety issues and for taking children on outings. All staff are first aid trained, accidents are reviewed to identify trends and there is a system in place to ensure all staff are aware of children's dietary and medical needs. The accessibility of the kitchen area still poses a danger to children, the shared outdoor area is not checked for hazards daily, and parents do not countersign the medication book after medication has been administered to children.

St Joseph's offers the children a good range of structured activities in most areas of the curriculum. The equipment is developmentally appropriate. Staff interact well with the children and encourage them to take part in all activities. The good behaviour policy ensures a consistent approach to managing children's behaviour. There is a limited range of resources to support children's learning in IT and investigatory play.

The pre-school has a good partnership with parents, having two way communication and using information gained to support children's learning. Parents are kept up to date on any changes of policies, procedures or routines through the notice board, newsletters and parents evenings, and are encouraged to take children's learning home. A clear and detailed prospectus ensures parents are aware of the pre-schools aims and policies and confidentiality is respected at all times.

What has improved since the last inspection?

At the last inspection the setting agreed to:

Submit an action plan advising how the manager and staff will obtain relevant qualifications; ensure the register includes times of arrival and departure; ensure records of staff and committee members are kept on the premises; ensure the pillar and kitchen does not expose hazards to the children; ensure procedures for outings are in place; ensure a policy for the administering of medication is available and records of medication given are kept; ensure information is available on the dietary needs of children; ensure the complaints procedure includes the regulators details; ensure written permission is obtained for emergency medical treatment and ensure a system is in place for updating children's details with parents.

There are training plans in place for the development of staff to ensure qualifications will be met. There are now three notebooks that record children's, staff and visitors times of arrival and departure in place but this is not suitable in an emergency situation. Records of staff and committee members are kept locked in the filing cabinet and are readily available for inspection. The pillar has been covered with bright and cushioned material to ensure children can see it and if they bump into it the impact has been reduced. The cupboard containing dangerous substances has been locked to ensure children cannot access them but the kitchen area can still be entered by children without supervision. Consent for medication is now obtained but parents do not countersign when the medication has been given. There is a written procedure for outings which ensures children's safety when out. Information is available in the kitchen regarding children's dietary needs which ensures all staff are aware of these and children are given the correct food and drink. The complaints procedure now contains the name and address of Ofsted, and written permission has been obtained for the seeking of emergency medical treatment.

What is being done well?

- The pre-school has good staff to child ratios which ensures staff can carry out their training responsibilities. (Standard 2)

- St Joseph's pre-school has a good range of activities and equipment to promote children's learning in most areas of the curriculum.(Standard 3 and 5)
- The pre-school has suitable arrangements in place for ensuring children's safety when on outings and all staff are first aid trained.(Standard 6 and 7)
- Staff are consistent with their strategies for dealing with behaviour issues and the techniques used are both positive and developmentally appropriate.(Standard 11)
- The pre-school works in partnership with parents and there is good two way communication which is used to support children's learning.(Standard 12)

What needs to be improved?

- the range of resources to promote children's learning in IT and investigation;(Standard 3)
- the accessibility of the kitchen area and the checking of the outdoor area to ensure children's safety at all times; (Standards 6 and 4)
- the countersigning of the medication book by parents to ensure parents are aware of the medication their children have received;(Standard 7)
- the registration system to ensure it is effective in emergency situations.(Standard 2)

Outcome of the inspection

Satisfactory

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 an effective registration system is in place for emergency situations.
4	Ensure children do not have unsupervised access to the kitchen area.

5	Improve the range of resources to support children's learning in IT and investigatory play.
6	Ensure the outdoor area is checked for hazards on a daily basis.
7	Ensure parents countersign the medication book when administering medication to children.

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

How effective is the nursery education?

St Joseph's pre-school playgroup offers good quality nursery education where children enjoy learning through a wide range of interesting activities. Effective teaching helps make children make generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development and physical development.

Teaching is generally good. The key strengths in personal, social and emotional development and communication are due to the skilful interactions of staff engaging children in conversations and developing their confidence. Staff's knowledge of the early learning goals enables them to plan an interesting and appropriate range of activities. Although currently there are no children with special educational needs or who have English as an additional language, effective systems are in place to provide good support. All children are constantly encouraged to express their ideas and thoughts verbally, for example during shape games. However adult directed activities lead staff to miss opportunities for independent learning. The planning and assessment of children's learning is good. The termly plans and focus activities cover all six areas of learning and match the stepping stones. Children behave very well in response to the high expectations and positive support of staff. The pre-school has a good range of equipment to cover all areas of learning. The organisation of furniture and resources allows the children move freely around.

Leadership and management are generally good. Much of the success of the setting is due to the committee and supervisor working together, this ensures a shared understanding of good early years practice. Staff work well as a team to improve standards and develop their own skills.

The partnership with parents and carers is very good. Parents are well informed about events and the curriculum. They are given opportunities to share and be involved with learning.

What is being done well?

- Children's personal social and emotional development is very good. Children are confident, sociable and have caring relationships with each other and staff. Behaviour is very good.
- Children speak clearly and fluently as a result of the staff's consistent interest and support in their play and conversations.
- Staff's understanding of the early learning goals leads to well planned activities which engage children's interests and efforts.
- The committee provides strong leadership with clear roles and responsibilities. The management structure ensures continual improvement and development.

What needs to be improved?
• the use of existing resources to enable children to choose and develop independent learning.

What has improved since the last inspection?
Improvement since the last inspection is very good. The new musical instruments ensure children have the opportunity to choose from a variety of good quality items. The number line is easily accessible for children to use to support their mathematical learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. They confidently express their needs and ideas and relate well to each other and adults. They become interested and involved in their play, for example burying items in the sandpit. Behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in communication language and literacy. Children are confident speakers and talk easily with each other and with adults, e.g. during storytime 'Snappy springtime' recalling related activities they had done. They develop their reading skills as they use books, however, there were missed opportunities to use books for information. They find their name cards and see familiar words around the room. They are beginning to recognise, and sound letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. Many children count to ten and some are beginning to recognise numerals to nine, they do not often develop or consolidate linking numbers to numerals. Good small group work extends children's understanding of for example addition and subtraction. They learn about shape and size through practical activities such as matching shapes in their environment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. Children learn about the natural world and features of their environment, however there were limited use of resources to develop independent learning. They frequently talk about past and present events in their own lives and about the lives of others, for example on Devizes.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in physical development. They learn how to move with control and co-ordination during specific planned sessions and on the outdoor equipment. They have a wide range of equipment to develop their skills to handle a variety of tools and materials.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in creative development. They express their ideas through a good range of activities such as domestic role-play, hiding items in the sand and painting. However there were limited opportunities for children to access creative materials freely to explore and experiment for a variety of purposes.	
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

- provide and use resources available to encourage children to make choices and develop independent learning.

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.