



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 155380

DfES Number: 518961

INSPECTION DETAILS

Inspection Date	14/06/2004
Inspector Name	Teresa Elkington

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St. Andrew's Pre-School
Setting Address	The Steyning Centre, Fletchers Croft Steyning West Sussex BN44 3XZ

REGISTERED PROVIDER DETAILS

Name	Mrs Marion Pickup
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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. Andrew's Pre-School is registered as a Sessional care group and provides 24 places for children under five years and over two years on week days during term time. The pre-school receives funding for three and four year olds.

It is privately owned and managed by the proprietor and serves the local area. It has sole use of the Saxon Room and kitchenette in the Steyning Centre during opening times and shared use of the toilet area located in the foyer. An enclosed outdoor play area is accessed from the Saxon Room.

Four experienced part-time staff work with the children and of these, three have Early Years qualifications. All of the staff hold a current first aid certificate. The group receive support from the local Early Years Development and Childcare Partnership.

How good is the Day Care?

St Andrew's Pre-school provides good quality care. The pre-school is well organised and staff work well together as a team. They provide a warm, child friendly environment where children are happy and settled. There is an effective operational plan in place which guides the staff team in their daily practice. Staff demonstrate a sound understanding of health and hygiene issues, there are good safety measures in place and children are safe and well cared for.

Staff have a good knowledge of each child's needs and interests. They form warm, caring relationships with the children who are happy and confident to try new experiences. Staff plan and provide an interesting range of worthwhile topics and activities, helping children make good progress in all areas of development. The pre-school organises the space and resources well, allowing many opportunities for the children to self select from the wide range of resources available to them.

The pre-school promote inclusion for all children and actively support those with special needs. The staff have a good understanding of Child Protection procedures, however not all updated information has been obtained. Staff readily give praise and

encouragement to the children and have a good understanding of managing children's behaviour.

There is an effective partnership with parents and good links are forged between the pre-school and home. They are provided with comprehensive information about the pre-school, and all policies and procedures are readily available to them. The regular exchange of information on children's progress ensures that their individual needs are well met. While all the relevant paperwork is in place, the register and accident recording needs to be kept in line with regulations.

What has improved since the last inspection?

At the last inspection the pre-school agreed to ensure that fire doors were not obstructed and that food preparation areas conform to Environmental Health and Food Safety regulations.

All exits from the pre-school are now clear and free from obstruction allowing clear access from the premises in the event of a fire or emergency. All food for snack time is prepared by staff on a daily basis, with all food preparation areas kept in line with food and hygiene requirements.

What is being done well?

- Good daily routines are in place, which offer a varied programme of stimulating and interesting activities to ensure that children's individual needs are met and that all areas of development are built upon.
- Effective use is made of the ample range of toys, equipment and resources. Children play enthusiastically with the toys which stimulates their imagination and encourages early learning.
- Staff showed clear awareness of health and safety issues within the whole of the nursery environment, with precautions in place to safe guard the children.
- The staffing team have a positive approach when managing children's behaviour and the children respond well to their support, guidance and praise.
- A partnership approach is adopted to ensure that children are cared for according to parents wishes, which provides a consistent approach to the care of the children.

What needs to be improved?

- - the daily attendance register
- - the recording of accidents
- - the awareness of Area Child Protection Committees procedures.

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
2	Ensure that the attendance register is kept in line with regulations.
7	Ensure that all accidents are fully documented.
13	Ensure that current Area Child Protection Committee procedures are obtained.

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

How effective is the nursery education?

St Andrew's Pre-school provides high quality nursery education. It enables children to make very good progress towards the early learning goals.

The overall quality of the teaching is very good. The staff's clear knowledge of the early learning goals and their effective planning of an interesting and appropriate range of practical activities help children to learn. Activities are well presented and supported by all staff. The use of good questioning techniques allows children to put forward their own ideas and extend their learning. Staff acknowledge children's differing levels and abilities and spontaneously adapt activities as needed. Children behave well in response to the high expectations and sensitive support of staff. Effective assessment systems are in place to record children's progress through the early learning goals. Information gathered is continually evaluated and used to plan for the children's next steps of their learning.

The leadership and management of the setting is very good. The strong staff team work well together and their clear communication allows them to provide a well balanced programme of activities. Staff have shared responsibility for planning, observation and assessment. Effective systems are in place for the continual assessment and development of staff.

The partnership with parents is very good. Parents receive informative information regarding the educational programme, through the pre-school prospectus, newsletters and notice board.

Children are supported by a key worker and parents are actively encouraged to share their observations about their children with staff. Parents are provided with regular opportunities to discuss their child's progress and achievements.

What is being done well?

- Staff create a well planned and stimulating environment where children learn through a wide range of practical activities.
- Children's personal, social and emotional development is a particular strength. Many opportunities are provided throughout the daily routine for children to self select and to make decisions for themselves. Staff encourage children to take a full part in their learning, which promotes self-esteem and co-operation.
- Staff question children effectively, encouraging them to think and contribute their own ideas. They take a genuine interest in what children have to say and provide many opportunities to allow the children to do this.
- The staff welcome parental involvement in their child's learning and provide worthwhile opportunities to share information.

What needs to be improved?
• the book corner to encourage children's use of books.

What has improved since the last inspection?
Positive actions have been undertaken since the last inspection to strengthen the areas of weakness that were highlighted. Staff readily support all children in both large and small group activities, offering encouragement and guidance where needed. All staff have a clear understanding of the early learning goals and have extended children's mathematical thinking with the use of additional equipment and well planned activities. Individual development profiles are now in place for each child, which incorporates the assessment of children across all six areas of learning. These are regularly updated with staff noting achievements through their use of observations. The assessment records are available to parents on an informal basis, with parents being encouraged to pass the assessments onto the child's school. Additional equipment has been purchased, these are regularly planned into the daily routine to ensure that children have many opportunities to develop their gross motor skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children arrive happily and quickly become involved in the daily routine. They build good relationships with adults and peers. They are confident, independent and concentrate well at self-chosen activities. They are able to share and play co-operatively in large and small groups. Children's behaviour is good and they respond well to the consistent approach of staff who know them well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers; their ability to talk and negotiate with others is good. They listen to stories and enjoy participating in story times to make the story come alive. Children rarely visit the book corner independently; therefore their enjoyment of books is not developed. Children recognise their own names and are beginning to learn the sounds of the letters. They show good pencil control and are beginning to form letters correctly.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to skilfully use and recognise numbers in everyday situations. They count confidently to 10 and beyond and are beginning to understand what is one more or one less. Children have access to a range of practical activities to encourage their concept of simple calculation, comparison of size and positional language. Children are developing an awareness of weight and capacity through the use of practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

A broad range of topics and activities encourage to children to explore, investigate and find out more about the world in which they live. They are developing an awareness of their own and other cultures as they celebrate a variety of festivals. They are able to recall past and present events in their lives. A good range of resources, including everyday technology, allow children to build their own creations and develop their own ideas.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children more confidently using the space available very well. They use a range of small and large equipment competently and demonstrate dexterity and good co-ordination. Well planned activities and a good selection of resources and apparatus enable children to enjoy physical play on a daily basis - either inside or outside. Children show an understanding of the importance of health and hygiene in every day activities and planned topic work.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy participating in singing sessions and regularly explore sound and musical instruments. Planned art and craft activities allow children to create pictures and models with a range of texture and colour. Children are given opportunities to respond in a variety of ways to what they see, hear, touch and taste. Children use their imagination in a variety of activities, which is supported by a good range of resources to enable children to act out a variety of scenarios.	
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 the following area;
- continue to develop the book corner to encourage children in their use of books.

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.