



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 119299

DfES Number: 518837

INSPECTION DETAILS

Inspection Date 31/01/2005
Inspector Name Judith, Mary Butler

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name St Michael's School House Nursery
Setting Address Crowthorne Road
 Bracknell
 Berkshire
 RG12 7EH

REGISTERED PROVIDER DETAILS

Name St. Michael's School House Trust Ltd. 2548382 1013805

ORGANISATION DETAILS

Name St. Michael's School House Trust Ltd.
Address Crowthorne Road
 Bracknell
 Berkshire
 RG12 7EH

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 Michael's School House Nursery first opened in 1990. It is part of the St Michael's Childcare Trust Limited. The nursery operates from a Victorian house in the grounds of St Michael's School in Bracknell. A maximum of 25 children may attend at any one time. The nursery is open each weekday from 09.00 until 11.30 and from 12.30 until 15.00 during school term times. A lunch time club is run during school term times only. Children can attend either sessional or full days. The after school club opens 5 days a week during school term times and sessions are from 15.15 until 18.15. The holiday club operates during school holidays and is open between 08.45 until 18.15. All children share access to a fully enclosed outdoor area.

There are currently 63 children aged from 2 to under 5 years on roll. Of these 60 children receive funding for nursery education. Children attend from the local surrounding area. The nursery currently supports a number of children with special educational needs and also a number of children with English as an additional language.

There are four staff members employed to work directly with the children. All staff hold relevant early years qualifications.

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

How effective is the nursery education?

St Michael's School House Nursery offers acceptable nursery provision and is of high quality over all. Children are making very good progress towards the early learning goals.

Teaching is very good. Staff have a sound knowledge of the Foundation Stage and use this to plan an interesting and varied curriculum for the children. Staff miss opportunities to encourage the children to complete tasks for themselves and develop their skills in using a computer. All staff are involved within the planning process and plan to meet the needs of their key worker group. Planning identifies the expected learning outcomes, resources required and staff deployment.

Evaluation takes place each day and staff use this to inform future planning. A key worker system is in place and staff undertake daily observations and use these to update children's developmental records. Children with special educational needs and those with English as an additional language receive support within the nursery. Staff treat the children with kindness and respect and they encourage the children to respect the feelings of others.

Leadership and management are very good. Staff work well together as a team and are aware of their individual roles and responsibilities. Staff hold regular meetings and use these to discuss individual children's progress, staff training, planning and evaluation. An annual appraisal system is in place where staff can identify their individual strengths, weaknesses and training needs.

Partnership with parents is very good. Parents receive very good information about the setting through formal paperwork and the termly induction meetings for new parents. Staff and parents verbally exchange information each day and effective systems are in place for parents who are unable to collect their child. Staff hold annual parents evenings when parents may visit the nursery to discuss their child's progress.

What is being done well?

- Children are happy and settled, they leave their main carer with ease and enter the setting confidently. There are good relationships between staff and children. Children are well behaved; they are able to share the toys and resources and show co-operation and respect for their peers in their play. Children relate confidently to each other and adults within the setting, they exchange their news and ideas during register time and small group times during the day.
- Staff encourage the children to develop their mathematical skills through practical and fun activities. Children are confident in their use of numbers for counting and they are developing an awareness of written numerals. Children use mathematical language in their daily play, for example big, middle, small

and too many. They have many opportunities to practise their sequencing and sorting skills through games and key worker activities.

- Staff and parents have developed sound relationships. They exchange verbal information at the beginning and end of the session. Effective systems are in place to ensure parents who cannot collect their child from the nursery obtain daily feedback through the use of a communication diary. Annual parents evenings offer parents the opportunity to discuss their child's developmental records and progress within the nursery. Staff provide parents with information about the curriculum and Foundation Stage at the parents evenings and the induction sessions offered to all new parents each term.

What needs to be improved?

- opportunities for children to have regular access to a computer within the nursery and develop their knowledge of information and communication technology
- opportunities for children to fully develop their independence skill by further encouraging them to complete tasks for themselves.

What has improved since the last inspection?

The setting has made very good progress since the last inspection.

The special educational needs policy now in place makes reference to the relevant acts. Staff have developed their knowledge of the Code of Practice, and induction procedures are in place for new staff and students. An appointed special educational needs co-ordinator is in place; she has completed the relevant training and attends support and training sessions.

Children have opportunities to develop their balancing and climbing skills through a range of activities and use of different resources within the playground, dance hall and school hall. They are developing their skills and show confidence in their ability to balance, climb over, under and through.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children relate confidently to each other and adults. They enter the nursery happily and select the toys and resources they wish to use. Many children are able to work alone at a number of tasks. Staff miss opportunities to further develop children's independence skills, for example assisting with the serving of snacks. Children show good concentration skills and participate in the planned activities with enjoyment and enthusiasm. They are well behaved and share the toys and resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to recognise their names in print and older children are beginning to recognise the names of their peers. They enjoy books and stories in small and large group situations. Staff encourage the children to participate in the stories, recalling information and sharing their ideas and suggestions. Children have many opportunities to mark make and practise their emergent writing, however, more able children are not always encouraged to write their names on their work.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to count up to 10 and many count beyond this. Older children are beginning to recognise numerals. Children are confident in their use of mathematical language in their everyday play, for example bigger, smaller, more and less. Staff provide children with opportunities to develop their calculation skills through practical activities. Children enjoy simple games and toys to develop their matching and comparing skills, for example the plates in the home corner.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing their confidence in their design and making skills and have opportunities to extend this through a good range of activities such as junk modelling and construction toys. Staff make effective use of circle times to draw children's attention to the world around them, for example Chinese New Year. Children talk confidently about events that have happened in their personal lives and share these experiences with others. Children do not have regular access to a computer.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children show good co-ordination and spatial awareness. They move with confidence around all areas of the nursery, climbing up and down the stairs with ease. Staff provide children with opportunities to use a range of tools including scissors, spatulas, pens and brushes. Most children are able to use these safely and with control. Children are confident in their personal hygiene. Staff provide the children with opportunities within the weekly planning to use large apparatus.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have opportunities to develop their imaginative play and express themselves freely through a range of activities and resources, for example art, role-play and small world toys. Children respond enthusiastically to new experiences and are confident in communicating their thoughts and feelings. Children enjoy music and singing in both small and large group situations.

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:
- opportunities for children to have regular access to a computer and develop their knowledge and skills of information and communication technology
- opportunities for children to fully develop their independence skills by further encouraging them to complete tasks for themselves.

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.