



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 109883

DfES Number: 519541

INSPECTION DETAILS

Inspection Date 28/04/2003
Inspector Name Jenny Scarlett

SETTING DETAILS

Setting Name ST MICHAELS PLAYGROUP
Setting Address CHURCH HALL
ANDOVER
HAMPSHIRE
SP10 3BB

REGISTERED PROVIDER DETAILS

Name The Committee of ST MICHAELS PRE-SCHOOL COMMITTEE

ORGANISATION DETAILS

Name
Address

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 Michaels Preschool opened in 1975. The preschool operates from the St Michaels Church Hall on the outskirts of Andover. The preschool have access to a kitchen, toilets and a small outdoor area. The preschool serves the local community. The preschool operates five days a week during school term times. Sessions last from 9:00am to 11:45am and 12:15pm to 3:00pm. The preschool is registered to provide 24 places for children aged between 2 and 5 years old. There are currently 67 children on role. This includes 37 funded three year olds. The preschool accommodates children with special needs. The group support children attending who speak English as an additional language. Five part time staff work with the children. Four have Early Years Qualifications. The setting receives support and guidance form the Pre- School Learning Alliance.

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

How effective is the nursery education?

St. Michaels Preschool offers generally good quality preschool education where children make progress towards the stepping stones and early learning goals. Effective teaching helps children make generally good progress towards the stepping stones and early learning goals. Teaching is generally good. The key strengths in personal social and emotional development, creative and communication language and literacy are due to the interaction of staff engaging conversations with children and nurturing their self esteem. Staff have good knowledge of the stepping stones which enable them to plan activities appropriately. There is an effective system in place to provide good support for children with special needs. All children are encouraged to express their thoughts and ideas however there is less challenge in their freely chosen activities for them to develop their mathematical understanding. Effective teaching supports children with their learning. The assessment of the children's learning is improved. Children behave well in response to the expectations and sensitive support of the staff. Staff use good consolidation techniques through repetition, questioning and revisiting topics to enhance the children's learning. Leadership and management is generally good. A well structured management system is in place. The management committee monitor and evaluate the preschool provision. The staff work well as a team with clearly defined roles. The partnership with parents is generally good. Parents are well informed about the preschool its routines and curriculum. Good quality written information for all aspects of the provision is made available to parents however the children's records are not always accessible to parents.

What is being done well?

Children speak clearly and confidently as a result of the staff's interest and engagement in their play and conversations. Children's personal social and emotional development is generally good. The children are confident, sociable and have caring relationships with each other and staff. Staff work well as a team to provide an interesting range of activities. Children respond enthusiastically to new experiences. They express their ideas freely through a good range of activities.

What needs to be improved?

opportunities for children to explore mathematical concepts with subtraction in every day practical activities. procedures for ensuring all parents are aware of the progress of their child. staff confidence in using technology. the technological resources to fully support the children's learning.

What has improved since the last inspection?

The preschool have made generally good progress overall since the last inspection.

Staff have developed their knowledge of the stepping stones through training and confidently plan and evaluate the activities. A new record keeping system that relates clearly to the stepping stones has been introduced. The children's assessments are focussed and enable staff to record children's progress effectively. Staff continue to review and update the children's records. Progress to improve technology and children's understanding of why things happen is satisfactory. There are limited programmes for the computer. Staff plan a broad curriculum with practical play activities to help the three and four year olds learn.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in personal, social and emotional development. They confidently express their needs and relate well to each other and adults. Children work independently and co- operate with others. They behave well and share the toys and resoucrs. They become interested and involved in their play, which supports their learning in all areas.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children make generally good progress in communication language and literacy. Many children are confident speakers and engage easily in conversations with each other and adults. Staff use questions to explore new words and extend their vocabulary. e.g. transport. Children listen and respond to stories enjoying visual props to aid their learning. Children are confident in finding name cards and begin to understand that print carries meaning using resources to develop letter formation.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children's progress in Mathematical development is generally good. Children learn how to use numbers in every day situations and show that they understand size and shape through practical activities. Many children count up to and beyond ten. Some children are confident in comparing groups of numbers. There are good one to one activities to extend the children's understanding of matching and comparing. They do not always consolidate or develop mathematical learning in every day activities.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children's progress in knowledge and understanding of the world is generally good. Staff provide a good range of activities for children to learn from first hand experience. Children are confident using materials to design and construct towers. They use a range of recycled materials, construction and play dough to extend their skills. Good questioning techniques encourage children to talk confidently about events in their own lives. Children are becoming aware of other cultures and traditions.	
PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in physical development. Children access a range of tools and activities to enhance their physical development. They develop confidence in balancing, and climbing. The children are confident in their independence skills and show good awareness of basic hygiene. Many of the children are able to control pencils, pens, scissors with a good range of activities provided to develop their manipulative and small muscle skills.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in creative development. Children experience a good range of resources and activities to explore a variety of media and materials. Children respond enthusiastically to new experiences and are confident in communicating their thoughts and feelings .Children express their ideas freely through a good range of activities including role play, creative activities and movement.	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

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
explore ways to extend mathematical concepts with subtraction in every day activities. ensure all parents are aware of the progress of their child. Ensure staff are confident in the use of the technological resources. Increase the technological resources to fully support the children's learning.