



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 136082

DfES Number: 580519

INSPECTION DETAILS

Inspection Date 06/07/2004
Inspector Name Miriam Sheila Brown

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Michael's In Greenfield Pre-School Group
Setting Address Greenfield Centre
Park Avenue
Winterbourne
South Glos
BS36 1NJ

REGISTERED PROVIDER DETAILS

Name St Michael's In Greenfield Pre-School Group 1002792

ORGANISATION DETAILS

Name St Michael's In Greenfield Pre-School Group
Address Greenfield Centre
Park Avenue
Winterbourne
South Glos
BS36 1NJ

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 Michael's Pre-School first opened in the 1960's and moved to the present premises in 1996. It operates from a large, purpose-built playroom in the Greenfield Centre. Most of the children live locally in the villages of Winterbourne and Bradley Stoke, near Bristol.

The pre-school is registered to care for 26 children aged from two years to school age and accept children from two years six months. There are currently 50 children on roll, of these 25 are funded 3-year-olds and 15 funded 4-year-olds. The pre-school is open on weekdays during school term times. Sessions are from 09.00 until 11.30 and from 12.30 until 15.00, except for Thursday afternoons. Wednesday morning sessions begin half an hour later and are for under three's only. The group currently support children with special needs and those for whom English is an additional language.

The pre-school is managed by a voluntary committee of parents. Three play leaders and six other staff members work with the children; six have early years qualifications and one is currently finishing a training programme. Staff are supported by a regular helper, rota parents and by a clerk to the committee.

The group is a member of the Pre-School Learning Alliance.

How good is the Day Care?

St Michael's in Greenfield Pre-School Group provide good care for children. The group is run by a committee of parents and is well established in the area. The group's policies are clear, well written and available to parents. The premises are bright and welcoming and provide well planned provision for children. The range and balance of toys and resources for children of all ages, are easily accessible and meet their needs effectively.

Safety issues are well addressed throughout the setting and the staff supervise the children at all times. Hygiene routines are effective and accident and medication

records are well kept. The first aid box is well stocked although contains some non-recommended items. Children enjoy a variety of healthy snacks and enjoy making their own fruit juices. Details of dietary requirements are clearly documented. Staff have a good awareness of all aspects of child protection.

Staff organise a wide range of activities to support children in all areas of their development. These are planned with a common theme for all ages and adapted appropriately for each group of children. Good use is made of the garden where children enjoy exploring and experimenting through a choice of structured and free-play activities. The pre-school resources support all aspects of equal opportunities and children are encouraged to acknowledge and celebrate their differences and similarities. There are effective procedures in place to meet the needs of children with special needs. Children's behaviour is very good and staff are consistent and supportive with them.

Parents are offered good information about the group. They receive newsletters outlining the half term focus and daily informal feedback about their child's care and play. Regular assessments, written reports, individual work records and parents evenings offer good information about children's progress. Parents strongly support all aspects of the care provided.

What has improved since the last inspection?

At the last inspection the playgroup agreed to address six actions; these were to provide an action plan for staff training, improve registration of children and staff, address some aspects of safety within the setting and the procedures for outings.

All actions have been successfully addressed within timescales and have resulted in a safer environment for the children, with a more fully informed staff who are enabled to meet individual needs more effectively.

Staff have a programme of ongoing training involving various workshops provided by the local authority. Registration details now include times of arrival and departure of staff and children and a medication record book includes parents signatures. The poisonous plants have been removed from the garden and clear procedures for outings now form part of the groups policies. The first aid box is checked monthly and the plasters not recommended by the first aid provider, removed. However, at the time of the visit the first aid box included an antiseptic cream also not recommended by the first aid provider.

What is being done well?

- The range of play activities for children of all ages is very good. Daily activities support children's language, mathematical thinking, imagination and creativity, effectively.
- The use of a wide range of resources is well planned to provide a balance of experiences for children of all ages.
- The provision for children with special needs and those for whom English is

an additional language, is very good. Children are well supported by the playgroup staff who liaise with parents and outside agencies to ensure that individual needs are effectively met.

- Snack time is very well organised to provide a happy, healthy and social time for both children and staff.

What needs to be improved?

- the contents of the first aid box to ensure that it meets the first aid providers recommendations.

Outcome of the inspection

Good

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
7	Ensure that the first aid box and its contents comply with Health and Safety (First Aid) Regulations.

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

How effective is the nursery education?

St Michael's in Greenfield Pre-School Group provides high quality nursery education which enables children to make very good progress towards the early learning goals.

Teaching is very good and staff have a good knowledge of the early learning goals and stepping stones and how these are used to effectively plan children's learning. Staff support the children appropriately and have a very good relationship with them. They provide a wide range of exciting and stimulating, topic-based activities to help children develop in all areas of learning. The balance of child and adult-led activities is good although there is scope to improve staff awareness of specific challenges for individual children. Use of time and resources is planned effectively to offer age appropriate activities for all children. Staff are consistent and positive in managing children's behaviour and the organisation of group routines assist in helping children to regulate their own behaviour. Staff support children with special needs very effectively.

The leadership and management of the pre-school is very good. There is an effective staff team and committee who work well together and who are committed to ongoing improvement. Staff are well supported in their training needs. They regularly assess their own strengths and weaknesses through staff meetings and feedback from parents. Individual assessments, observations and support from outside agencies assist in monitoring the effectiveness of the nursery education.

The partnership with parents is very good. Parents are provided with good information about all aspects of the group, including details of care and education. They are well informed about their children's progress through open evenings, written reports, individual work folders and informal exchanges with staff. All parents take an active part in group sessions. Feedback from them offers strong support for all aspects of playgroup care.

What is being done well?

- Children's personal, social and emotional development is very good. They are happy and confident and well supported by staff in developing their independence, particularly during sessions for older children who are preparing for the move to school.
- Children with special educational needs are very well supported by key workers and the group as a whole. Staff work in partnership with parents, carers and outside agencies to ensure that children's individual needs are met effectively.
- Activities and the use of resources are very well planned to offer a good balance across all areas of learning each day, for children of all ages.

- Outside areas are used well to extend children's learning experiences in all areas, for example matching and sorting, role-play, music and large and small muscle control.

What needs to be improved?

- staff awareness of the specific areas of development for some children.

What has improved since the last inspection?

Very good progress has been made since the last inspection.

The staff have introduced a number of effective measures to raise children's awareness of letters and numerals and employed strategies to maintain children's attention during group times. The sessions for the rising fives group has been reorganised and children of all ages offered more opportunities to be independent.

Staff have introduced many delightful letter and number displays to the group, some of which have been made by the children. Their letter and sound awareness is also supported by a sound table which is well resourced by staff and children and is changed during the day, depending on the age of the group present. Children enjoy group times and their attention is effectively maintained by staff using props and offering individual support for younger children.

The sessions for the rising five group are well planned and include a good balance of adult and child-led activities. These support children's continued development and assist in their transition to school. Throughout the session children have many good opportunities to use their initiatives and make choices from a range of resources which cover all areas of learning.

Playgroup routines now offer all children many good opportunities to increase their independence. They help to tidy-up after activities, select their own activities and resources, pour their own drinks and are encouraged to be independent in self care.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and confident. They choose their own activities throughout the session and play well for extended periods of time both on their own and in groups. They are starting to form positive friendships with each other and staff. Children are encouraged to be independent in their personal care and are well supported by group routines which help them to manage their own behaviour. They are developing an awareness of the world around them and their place in the community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently with staff, each other and unfamiliar adults. Their language development is well supported by staff and lovely displays assist them in their awareness of initial sounds and early reading development. Many older children are writing their names unaided and with the letters correctly formed, although there is scope to develop this more consistently. Younger children have many good opportunities to develop their mark making in their play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Number displays support children's awareness of number and numerals effectively and some children are starting to recognise and use written numerals. Children show a good understanding of simple mathematical vocabulary and use this in their play. Opportunities for them to practise simple addition and subtraction are provided in a range of activities throughout each session. Children have a good awareness of shape and enjoy matching, sequencing and measuring in their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate in many exciting ways and enjoy very good opportunities to solve problems, for example how to make water flow in different directions. They construct using sets and recycled materials in two and three dimensions. Everyday technology is explored using torches, the cassette player and electric juicer. Children have a developing sense of time and place which is supported by work such as growing fruit and vegetables and exploring their immediate environment.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are confident using a range of small and large equipment such as trikes and skittles, and have a good awareness of space in relation to themselves. They have an increasing awareness of their own bodies and how to keep them healthy which is well supported by group routines. Daily activities using a range of tools and materials such as scissors, pencils sand and water toys and dough are developing children's small muscle control effectively.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore textures, shapes and form using a varied range of media such as house bricks, fence weaving and observational drawings. They have a large repertoire of songs and enjoy music and movement sessions, beating out rhythms and following action songs. Children's imaginary play is supported positively in well resourced role-play areas, sensory play and small world toys. They enjoy acting out favourite rhymes to an audience, using puppets.

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:
- ensuring that staff are aware of specific areas of development for some children.

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.