



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 142861

DfES Number: 517924

INSPECTION DETAILS

Inspection Date 10/05/2004
Inspector Name Susan June Stone

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Creech St Michael Community Pre-School
Setting Address Hyde Lane
Creech St Michael
Taunton
Somerset
TA3 5QQ

REGISTERED PROVIDER DETAILS

Name Creech St Michael Community Playgroup 900518

ORGANISATION DETAILS

Name Creech St Michael Community Playgroup
Address Hyde Lane
Creech St Michael
Taunton
Somerset
TA3 5QQ

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

Creech St Michael Pre-School is set within Creech St Michael Primary school, situated in a village on the outskirts of Taunton. The pre school has been registered since November 2000 and is registered to provide care for 16 children aged between two and five years. They offer session from 09:00 to 15:30 Monday to Thursday and from 09:00 to 12:00 on Fridays. At present there are 33 children on role of whom 17 are in receipt of funding for three year olds and 11 for four year olds. The group offers support for children with special educational needs and there are no children attending with English as an additional language.

There are five members of staff who work with the children who are all suitably qualified. The Supervisor having a diploma in Pre School Practise (DPP) and NVQ level three in Early Years, Childcare and Education, the Co Supervisor is working towards her NVQ level three.

The group has sole use of and operate in a classroom, separate to the main school buildings. They have use of the school toilets, which are adjacent to main room. The group have their own enclosed outdoor area and are also able to access the school playing field. The school also allow the group to use the main school hall which is scheduled into the weekly timetable.

The group are members of the Pre-School learning Alliance and are managed by a committee which is open to all parents.

Good links have been established with the reception class teacher within the school, also with the advisors within the Early Years Partnership (EYDCP)

How good is the Day Care?

Creech St Michael Pre school offers good quality care for children aged two to five years.

Staff create a warm, welcoming environment and make good use of the limited

space to provide a balance of activities that promotes learning in all areas. Good use is made of available outdoor space and school facilities. Children enjoy good relationships with staff and each other, they are learning to play together, share and cooperate, showing increasing confidence and independence. They are able to make choices about their play from a range of activities offered which staff make easily accessible to them. An effective key worker system is in place to help to address identified individual needs.

Staff demonstrate an understanding of health and safety. Risks are generally assessed through daily routines and practice. Though there is no written risk assessment document identifying specific potential hazards within the setting and how these can be addressed. Staff encourage children to be independent and children are developing an understanding of maintaining their own personal hygiene, they independently select tissues and wet wipes to use. They know the routines for washing hands before snack and after messy play.

Staff have clear, realistic boundaries for expected behaviour and are consistent in their approach to behaviour management. Staff act as good role models and children respond well to the positive guidance and praise.

Partnerships between staff and parents are good. The group is supported by a committee of parent volunteers. Parents are welcomed into the group and are encouraged to be involved in their children's learning. Staff respect diversity and consult with parents to ensure the children's individual needs are identified and addressed. There is a detailed welcome pack given to parents which included policies and procedures, however a small amount of this documentation needs to be reviewed and updated.

What has improved since the last inspection?

At the last inspection the group had seven actions, all of these have been suitably addressed. The supervisor is at present undertaking NVQ level three in early Years, Childcare and Education. Additional resources have been obtained to reflect positive images of disability. Medication record sheets have been devised and implemented to gain consent from parents to administer medication and to keep as a record of medication administered. With regards to safety a door alarm has now been fitted to alert staff when somebody enters or leaves the building and bolts have been added to the playground gates. Confidential documentation is now stored in a lockable filing tin.

What is being done well?

- Good use is made of limited space to provide a balance of activities and learning opportunities for the children.
- Through daily practice and topics children are developing a good understanding of health and hygiene. They are encouraged by staff to be independent and are developing an understanding of maintaining their own personal hygiene

- Staff welcome diversity. They consult with parents to ensure they are adequately informed to ensure the individual needs of the children are met.
- Staff have clear, realistic boundaries for expected behaviour. They are consistent in their behaviour management. Children know and understand the levels of expected behaviour. and respond well to the positive guidance and praise given by staff.
- Relationships with parents are good. Parents are given a detailed welcome pack which includes policies and procedures. Parents are encouraged to share what they know about their children and to be involved in their learning.

What needs to be improved?

- policy documentation with regard to complaints and child protection.
- safety with regard to conducting a risk assessment of the premises.
- medication records to obtain parents written acknowledgement that medication has or has not been administered.

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
6	Conduct a risk assessment on the premises identifying action(s) to be taken to minimize identified risks.
7	Complete all entries in the medication record with parents' signatures.
14	Update the complaints procedure to include details of Ofsted as the registering body, and include in the child protection policy the procedures to follow in the event of an accusation against a member of staff or volunteer.

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

How effective is the nursery education?

Creech St Michael Pre School offers good quality provision helping the children to make generally good progress towards the early learning goals. Children are making generally good progress in their development in Communication Language and Literacy and Creative development. Very good progress is being made in the other four areas of learning.

Teaching is generally good. Staff relate well to each other and work well together as a team. They are clear and consistent in their expectations for behaviour and manage behaviour well. Staff plan and provide a good variety of activities and learning experiences for the children. However daily plans do not link with the foundation stage to address the intended areas for learning or specific learning objectives. Detailed children's observations and assessments are in place to identify progress and achievements, but this information is not used when planning main activity sessions to ensure children's learning and development needs are addressed. Evaluation of activities is general and not linked with learning intentions.

Partnerships with parents are very good. Parents are provided with detailed information about the setting including policies and procedures, topics and themes. They are offered regular opportunities to share information and to discuss children's individual progress and achievements. Parents are encouraged to become involved in their children's learning by helping within the group. Parents form a supportive committee.

Leadership and Management is very good. All staff and committee are aware of their roles and responsibilities and good working relationships have been formed. The committee are confident in the manager and staff to successfully manage the day to day running of the sessions. The committee play a supportive role through fundraising and supporting training needs. There are good links with the reception class teacher within the school, also with the Early Years Partnership advisors.

What is being done well?

- Children's Personal, Social and Emotional development is very good. They are confident, well behaved and cooperative. They have positive relationships with staff and each other, they are learning skills in becoming independent.
- Staff and committee are all aware of their roles and responsibilities to the group. They communicate effectively and work well together as a team.
- Parents are provided with good quality information about the setting. They are kept well informed of their children's progress and are encouraged to become involved in their children's learning.

- Through topic work and themes children are developing an understanding and respect for their own cultures and beliefs and for the cultures and beliefs of others.

What needs to be improved?

- opportunities for children to develop emergent writing skills during free play and everyday activities
- opportunities to use and explore musical instruments within the planned curriculum timetable
- planning to clearly link with the foundation stage curriculum and six areas of learning and to identify specific learning intentions
- use of assessments and observations when planning session activities to ensure children's needs are met and addressed.

What has improved since the last inspection?

At the last inspection the group had two points for consideration. Good progress has been made with regard to ensuring equal staff involvement in all children's activities to maximise learning opportunities. Now staff are all allocated in rotation to particular sessional activities like snack table or the craft table. In house training has taken place to discuss the role of staff during activities.

Very good progress has been made with regard to the teaching of letters and the main emphasis being placed on the phonic sound of the letter as opposed to the name. As most of the children move on to the local primary school, the group have liaised with the reception class teacher and use the same method of teaching as the school using the phonic sound

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing increasing confidence and personal independence. They are able to do things for themselves like pour drinks and put on coats and jumpers, they ask for help as needed. They are developing good relationships with staff and each other, they work well together, share and take turns. Children know the daily routines, they are cooperative and well behaved.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language well within their chosen play to communicate and negotiate. Children enjoy books for entertainment, they independently choose books to look at and share with friends or adults. Through structured worksheet activities children are learning their letters and how to write them correctly. However they are not actively encouraged to further develop these skills during free play and everyday activities

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Through planned topics and themes children are learning about shape and size, comparing the size of their hand prints to those of their parents and adults. Children are able to count from 1 to 10 and are able to recognise these numbers in their digit form. They are developing an understanding of simple calculation, using addition and subtraction to solve simple number problems..

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Through topic work and themes children are developing an understanding and respect for their own cultures and beliefs and for those of others. They have explored and investigated living things, looking at and comparing growth and development, planting seeds and beans and watching their growth. Children are offered regular opportunities to build and construct with a variety of materials. Their computer skills are being developed.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are provided with a variety of opportunities to develop their skills using a range of tools and equipment like scissors, glue spreaders, also using cutters and rolling pins with dough. Children move around with confidence and coordination, they successfully negotiate space and show an awareness of others. They are developing a good understanding of maintaining personal hygiene, they know washing hands helps to prevent the spread of germs.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children sing songs and rhymes with enthusiasm and enjoyment, they are able to match actions and movements to songs, they often request to sing favourite songs and rhymes. Children are offered regular opportunities to be creative in art and craft, making gifts and cards. Their individual artistic flair is being nurtured and developed. Though there are few opportunities provided in the timetable for children to experiment with and use musical instruments.

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

- review and update daily planning to clearly link with the foundation stage curriculum and show how all areas of learning will be addressed
- develop the use of activity evaluations, observations and assessments to inform planning, so that activities meet children's individual learning and developmental needs
- provide everyday opportunities for children to develop their emergent writing skills and to explore musical instruments.

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.