



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 122612

DfES Number: 512441

### INSPECTION DETAILS

Inspection Date	24/11/2004
Inspector Name	Daphne Jane Brown

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Matthew's Pre-School
Setting Address	71 Station Road Redhill Surrey RH1 1DL

### REGISTERED PROVIDER DETAILS

Name	The Committee of St Matthew's Pre-School 1029574
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### ORGANISATION DETAILS

Name	St Matthew's Pre-School
Address	71 Station Road Redhill Surrey RH1 1DL

## 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 Matthews Pre-School has been registered as a Sessional Care Facility since 1993. It operates from the church hall of St Matthews Church situated in the area of Redhill, and serves the local community. The group has access to a large hall, kitchen and toilets. Children have access to an outside play area which comprises of a grassed and paved area.

There are currently 44 children on role, which includes 22 three year olds who are in receipt of funding. The pre-school is currently caring for children with special needs and children who speak English as an additional language. The pre-school opens each weekday mornings from 09:15 until 11:45 and on Monday, Tuesday and Friday afternoons from 12:30 until 15:00. The pre-school is open term time only.

Staff hold appropriate child care qualifications or are engaged in relevant training. They also have training in first aid and child protection.

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

### How effective is the nursery education?

The provision for nursery education at St Matthew's Pre-School is acceptable and is of high quality. Children are making very good progress in all areas. The quality of teaching is very good. The staff have a very good understanding of the Early Learning Goals in all areas of learning. They interact well with the children and are dedicated to meeting their individual needs. Staff use creative and imaginative teaching methods to sustain children's interest and encourage learning. Effective organisation of the nursery environment enables children to select their own play materials and gain independence as part of the daily routine. Staff use questioning techniques well to ensure children's comprehension and encourage them to voice ideas and feelings. Explanations are clear and staff are good at challenging and extending children, encouraging them to think about what they are doing. Children respond well and behaviour is very good. Staff observe and record children's progress. An assessment system helps staff to plan for the next steps in the children's learning and informs planning. Plans are detailed and show what children are expected to learn from activities. They indicate how they differentiate from younger and older children to ensure learning takes place. Staff work extremely well together as a team. They are professionally qualified, very experienced and committed to providing children with a high quality level of education.

The leadership and management of the nursery is very good. Staff are clearly aware of their roles and responsibilities. There is a very active committee which ensures that communication is good at all levels. There are regular appraisals and staff have access to further training.

The partnership with parents and carers is very good. Parents receive information about the early learning goals and effective procedures are in place for parents to support their children's learning at home.

### What is being done well?

- Relationships between children and staff are good. These help children develop confidence and support all aspects of their learning.
- Children's behaviour is very good. They show courtesy and respect for one another and are developing an understanding of other people's needs.
- Staff create a well-planned and stimulating environment, where children learn through a wide range of practical activities, making good use of resources. Many learning opportunities are provided throughout the session.
- Relationships within the pre-school are very good. Staff value every child as an individual and have a good knowledge of each child's personal needs.
- Staff question children effectively, encouraging them to think and contribute their own ideas.

- The staff welcome and encourage parental involvement in their child's learning and provide worthwhile opportunities to share information.
- Staff have a very good knowledge of the code of practice and are fully committed to caring for children with special needs as well as children who speak English as an additional language.

#### **What needs to be improved?**

- the provision for encouraging independence during snack time
- the opportunities for children to use scissors especially at the craft table.

#### **What has improved since the last inspection?**

Staff have made very good progress in meeting the two points for consideration raised at the last inspection.

1) Recording some information from parents when the child enters the setting regarding children's likes and dislikes and things they have enjoyed at home.

To address this staff have drawn up a questionnaire/information sheet to be sent to the parents when they accept a place for their child. This covers likes and dislikes, time spent away from parents, self help skills, special words used and asking for any other information the parents feel the staff should know.

2) Extending the physical education programme to include the new aspect regarding children recognising the changes that happen to their bodies when they are active.

To address this, staff ask questions to encourage the children to think about what happens when they do exercise/activities that are physical. For example why they get hot, puffed, listen to their heart beat, warm up, cool down. Also to extend this to think about general health and hygiene issues.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are motivated and concentrate well at self chosen activities. They are developing good relationships and get on well with their peers and adults. Children are developing good skills in independence although opportunities were missed where they could pour their own drinks. Children behave very well and respond to requests for good behaviour. They understand the rules within the setting and staff are good role models.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children talk confidently and enjoy conversation with staff and contributing towards group discussion. They learn to negotiate well and to express their imagined experiences during a range of role play situations. There is good provision of writing materials and displays are clearly labelled, giving children a sense of meaning to the written word as a form of communication. They frequently attempt writing during role-play situations and are able to recognise their own name.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count confidently to 10 and beyond. They recognise shapes and enjoy making simple mathematical patterns by printing and using every day objects. Children show a good knowledge of basic shapes and displays of children's work show how they have observed and made pictures from a variety of shapes. Number rhymes are a regular part of the programme and help children understand the idea of subtracting one each time.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children enjoy using their senses to explore objects in practical activities for example, water and sand play, construction materials and woodwork. They use appropriate materials and tools competently. Children gain an increasing understanding of where they live and the wider environment through photographs of their local town and from visit from people. There is good provision for children to use Information, Communication, and Technology resources.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have regular opportunities to enjoy physical play, both inside and outside. A well planned and effective timetable of activities enables children to climb, run, ride bicycles, operate a see-saw, throw and catch. A good range of resources to support activities enables children to use pencils, paintbrushes and other tools with increasing control and improve their fine motor skills and co-ordination. Children demonstrate a good sense of space and move confidently.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children enjoy music and respond enthusiastically during music sessions enabling them to express themselves freely in a range of ways. Children develop their creative skills through a good programme of art and craft activities and an imaginatively designed, and well resourced, role play area. Children work with a range of materials and textures and are developing suitable skills in drawing, painting, model making and collage, although there are limited opportunities to use scissors.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## **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:
- improve the provision for encouraging independence during snack time.
- provide opportunities for children to use scissors especially at the craft table.

*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.*