



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 117229

DfES Number: 523802

INSPECTION DETAILS

Inspection Date	02/12/2004
Inspector Name	Janet Butlin

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Marys Church Pre-School
Setting Address	St Mary's Church Hall 10 Market Road Plymouth Devon PL7 1QW

REGISTERED PROVIDER DETAILS

Name	The Committee of St Mary's Church Pre-School
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ORGANISATION DETAILS

Name	St Mary's Church Pre-School
Address	St Mary's Church Hall 10 Market Road Plymouth Devon PL7 1QW

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

Registered since 1991, St Mary's Pre-school is managed by a committee and operates from a church hall in Plympton, near Plymouth in Devon. Care is provided Monday to Friday in term-time from 12.30 until 15.00 with additional morning sessions being available on Wednesdays and Thursdays from 09.30 to 12.00. The group has the use of a large hall and a smaller room and also has the use of equipped outdoor space.

The group is registered to care for up to 26 children aged from two to five years, only ten of whom can be accommodated in the small room. There are currently 34 children enrolled, 22 of whom are three-year-olds in receipt of funding. The group supports children who have special educational needs. There are no children attending who have English as an additional language.

The group has a close working relationship with the adjacent school and receives the support of the Plymouth Early Years Development and Childcare Partnership and the Early Years Advisory Team.

A staff of nine support the provision, two of whom are qualified to the equivalent of NVQ level three, one to level two, two are working towards qualifying to level three and one towards level two. One is about to start training.

How good is the Day Care?

St Mary's Church Pre-school provides good quality care for children. They offer a welcoming environment where children are eager and happy to learn and are sensitively cared for. The children have warm and trusting relationships with staff who work well as a team. The organisation of care is good although Ofsted have not yet been fully informed of the names of the new committee. The premises are welcoming, well organised for play and a good range of toys and equipment is available and set out ready for children to access as soon as they arrive. Good support is given to ensure children enjoy their time in the group. The outdoor environment is fenced, secure and checked daily before being used and is equipped

with appropriately challenging apparatus. Very good consideration is given to issues of safety and risk assessments are regularly undertaken on the premises. A rigorous record is kept of visitors to setting and the children are carefully supervised when other users are in the building. All documentation is in place. Hygiene is good and conscientious thought is given to the preparation and presentation of healthy and nutritious food. Children are encouraged to eat a good variety of fruit. The group has a good awareness of caring for children with special needs and has a very secure awareness of child protection and equality of opportunity. Children's behaviour is managed very well and in close co-operation with parents.

There is a very good partnership with parents who, as well as helping to manage the group, are always willing to help out and become involved. The group ensures that there are opportunities to talk to, and communicate with, parents and to share information about children's activities and achievements.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Clear and comprehensive policies and procedures support good practice.
- A range of worthwhile activities are provided.
- Behaviour is managed sensitively and very well.
- Thoughtful regard is given to preparing healthy and nutritious snacks.

What needs to be improved?

- informing Ofsted promptly of persons connected to the setting, such as new committee members.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since April 2004, Ofsted have received no complaints.

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
1	Inform Ofsted promptly of all persons connected to the setting.

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

How effective is the nursery education?

St Mary's Church Pre-school offers high quality nursery education where children are making very good progress towards the early learning goals in all areas of learning. Children are confident, well behaved and show independence. Particularly strong emphasis is given to personal and social development, mathematics and physical development.

Teaching is very good. The staff are a consistent, sensitive and responsive team who work well together and communicate effectively regarding children's individual needs and stages of development. Their very secure knowledge of the Foundation Stage enables them to plan an interesting and appropriate range of practical activities and effective methods of teaching are used. The nursery has children attending who have special educational needs and there is an effective system in place to provide good support. There are no children attending who have English as an additional language. The assessment of children's learning is effective and is very well used to inform planning to ensure that children are enabled to progress at an appropriate pace and receive sufficient support and challenge in their learning. The setting has a good range of equipment to cover all areas of learning and these are used well to promote learning although note-taking materials are not consistently provided to inspire mark-making in role-play.

Leadership and management are very good. The staff are supported in their professional development. The setting is committed to improvement and is about to start a quality assurance programme as part of their development plan. They receive the support of the Plymouth Early Years Development and Childcare Partnership and the Early Years Advisory Team. There is a very good partnership with parents. Helpful information is provided and they are informed of forthcoming themes and events. Regular communication is welcomed.

What is being done well?

- Children's mathematical development is effectively consolidated through everyday situations.
- Children are polite, well behaved and enjoy taking responsibility. They are confident and settle quickly and happily to play.
- Physical development is given good emphasis and staff encourage children to progress and develop their skills.

What needs to be improved?

- opportunities for children to make marks and write during their free play so that when they are ready they can be inspired to, for example, attempt to

write their names.

What has improved since the last inspection?

Very good progress has been made with the key issues arising from the previous inspection. Children are now introduced to number in practical and meaningful ways before they attempt to record numerals. The information provided for parents is clear and appropriately referenced to the Foundation Stage and the early learning goals. These improvements have had a positive impact on the provision.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children enter the setting happily and gravitate swiftly to their favourite activities, settling happily and quickly to play. They co-operate well and are able to initiate their own activities, confidently putting on own aprons and washing their hands. Children receive appropriate praise and positive reinforcement which results in them being well behaved, polite and eager to learn. They are able to concentrate well. A variety of festivals and events are explored in meaningful contexts.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children enjoy lively conversation which effectively develops their communication skills. They are enabled to understand that text carries meaning and particularly enjoy whole group story times. They listen enthralled to well presented stories, engaging with the tale and listening carefully to the rhyme so they can predict the end of the sentence. There are sufficient opportunities for mark making.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Every opportunity is taken to consolidate children's mathematical understanding during their free play. They are encouraged to count, order and sort and to work out what happens when one or two items are added to a group. They sing counting rhymes with confidence and count down carefully as the characters are reduced. Puzzles and jigsaws enable them to recognise and recreate patterns and children are keen to solve problems to do with quantity and size using dough and small world toys.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children explore and discuss changes that happen, such as ice melting and look closely at the features of many items. They work out why things happen and how things work, for example exploring the function of the marble-run and how it joins together. Visitors to the setting from members of the local community effectively widen children's awareness of the world about them. Good use is made of appropriate technology to support learning.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Good emphasis is given to encouraging the children to develop their skills as they practise throwing and catching and manoeuvring wheeled toys about the setting. They show a good awareness of space and make sure there is sufficient room to do physical movements without bumping into their playmates. Children develop their small muscles effectively using tools such as scissors and manipulating dough. They also understand the changes that happen to their bodies when they have been active.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are enabled to enjoy the process of being freely creative and are provided with frequent opportunities to make models from a variety of objects and the explore how paint flows and colours blend. They develop extensive imaginary role-play situations, verbalising for the characters in the scenes they have created. The children are enthusiastic singers and dancers and keep good time to the music.

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;
- develop ways of providing increased opportunities for children to make marks and write during their free play.

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.