



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206873

DfES Number: 585247

INSPECTION DETAILS

Inspection Date 29/06/2004
Inspector Name Janet Banham

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Mary's Pre-School Playgroup
Setting Address St Mary's School
Gladstone Street
Glossop
Derbyshire
SK13 8NB

REGISTERED PROVIDER DETAILS

Name Mrs Margaret Cockin

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. Mary's Pre-school Playgroup opened in 1985. It operates from a self-contained room within St. Mary's School situated in the centre of Glossop, and it serves families from the local community.

The pre-school is open Monday to Friday during term times from 09:00 to 11:30 and from Monday to Thursdays between 12:45 and 15:15. Children attend for a variety of sessions. There are currently 31 children on roll of whom there are 14 three-year-olds and 6 four-year-olds who are in receipt of funding for their nursery education. The setting supports one child with special educational needs. There are no children for whom English is an additional language.

There is a regular staff group of four: two of whom hold relevant child care qualifications. The provision is privately owned and is independent of the school. It is supported by a development officer from Derbyshire's Early Years Development and Childcare Partnership.

How good is the Day Care?

St. Mary's Pre-school Playgroup provides good quality care.

Children and their carers are warmly welcomed into an inviting environment, where space and equipment are used effectively. Staff know the children well and establish close relationships with them. They are able to respond to individual needs and give children every opportunity to reach their full potential. Children with special educational needs are fully included in the setting. Behaviour is good. Staff act as positive role models and children respond to their clear guidance and praise. Children are settled and happy.

A wide range of well planned and presented activities offer children opportunities to explore and investigate play and develop learning skills. The variety of physical activities offered encourages children to be aware of their bodies and develop manipulative skills. Books and imaginative use of story telling enhances children's

interest in reading. However, there are limited opportunities for children to freely access art materials to use independently, or for them to be exposed to religions and cultures from around the world.

Safety, health and hygiene practices are good. The setting follows a healthy eating routine, all ensuring the well being of the children.

Staff establish good relationships with parents and carers, who are provided with comprehensive information about the setting and the curriculum. They are aware of the activities being undertaken and are encouraged to help with their children's learning when at home. Information about the children is also shared on a daily basis.

The provision is managed efficiently with high levels of care and concern. All statutory recording is maintained to a good standard and in a confidential manner.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The provision of a wide range of well prepared play and activities which stimulate all children, but especially activities which develop skills and understanding of early and pre-reading and physical play.
- The excellent levels of support for children with special educational needs.
- The imaginative use of the outside play space as an extension to the classroom.
- The close partnership with parents in providing them with comprehensive information on all aspects of care and learning and the overall management of the setting.

What needs to be improved?

- opportunities for all children to freely and independently access a choice of creative materials
- opportunities for staff to enhance their knowledge and understanding of religions and beliefs

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
3	Consider planning more opportunities for all children to choose their own creative materials and use their imaginations freely in their artwork.
9	Consider training for staff to enhance their knowledge and understanding of religions and beliefs to enable these to be incorporated in planning.

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

How effective is the nursery education?

The provision is of high quality. Children are making very good progress towards all the early learning goals. Children enjoy learning through a stimulating and innovative range of activities.

The quality of the teaching is very good. All staff have secure knowledge and understanding of the early goals in all six areas. Staff use planning effectively to inform future teaching. Staff know the children well and are skilled in questioning which challenges and extends thinking. Children's communication skills and confidence are developed by high levels of interaction between staff and children. Children are taught individually or in small groups to ensure their individual needs for learning are met sensitively through appropriate challenges. Children with special needs receive excellent levels of support, with full inclusion into the setting. Children's behaviour is very well managed. The pre-school is widely resourced and staff use the total environment to extend children's knowledge and curiosity. Children's physical development and understanding and use of books and reading are particularly well presented. However, there are not always sufficient opportunities for children to freely choose their creative materials, and staff lack confidence in incorporating worldwide religions and beliefs in the curriculum planning.

Leadership and management of the provision is very good and to a very high standard. Strong leadership ensures good early years' practice is shared and areas for future development are identified. Training for staff is valued and encouraged.

The partnership with parents and carers is very good. Staff and parents share information about the children on a daily basis. Parents receive comprehensive information about the setting, the curriculum and the early learning goals. Regular newsletters provide information on activities and the aims and objectives of the learning which invite parents to contribute to their children's progress.

What is being done well?

- Staff's sound understanding of the curriculum and assessment process to enable them to skilfully question and communicate with the children, ensuring learning and knowledge is extended and children are sufficiently challenged. Assessment clearly identifies at what stage children are in their learning and good adaptation in teaching enables children to reach their full potential.
- Attention to detail and the thorough preparation of activities, to ensure children learn with purpose and fun.
- The use of books and the variety of story telling.
- The use of a wide selection of physical play equipment and the development of children's awareness of being healthy.

- The use of the outside play area as an extension to the classroom.
- The clear expectation that the pre-school works in partnership with parents, who are encouraged to be part of their children's learning.

What needs to be improved?

- the opportunities for children to freely access a choice of materials so they may be independently creative
- further opportunities for children to learn about worldwide religions and beliefs.

What has improved since the last inspection?

Progress since the last inspection is very good. Children now enjoy a comfortable and well stocked book corner, which invites them to develop their use of books and reading skills. Planning and assessment now clearly identify where children are in their learning and how they are to be moved on. Adaptation for differing abilities occurs routinely throughout activities, ensuring children are learning to their full potential. Changes made have had a positive impact on the quality of children's learning at the pre-school.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and separate happily from their carers. They are eager to learn, and join in both independent and focussed play. Behaviour is good. Children are encouraged to care for each other, to share and be respectful to adults and peers. They contribute well in group activities, sit and listen attentively. They are given opportunities to develop independence, both in thinking and in practical ways. Children are comfortable and able to express and discuss their emotions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident communicators. They use a good range of vocabulary. They listen and respond appropriately and are continually challenged by skilful questioning and attention of the staff. There are numerous opportunities for children to write and make marks, both routinely in role play and at focussed activities. Children enjoy books and enthusiastically participate in storytime. The recognition of letter sounds in words is used both formally and spontaneously throughout.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children continuously consolidate their learning of number, shape, measurement and size. Children and staff spontaneously use mathematical language of position, size and quantity in everyday situations and during focussed activities. Children are aware of pattern and use calculation during practical activities and role play. Children count routinely and a numerate environment encourages their number recognition.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have a good sense of time and are developing their understanding of place. They use reflection and prediction skills. They experience opportunities to discover change, growth and the natural world. A computer is permanently available to all children and other technical equipment invites exploration. Children are developing constructional skills using a variety of materials. They celebrate Christian and some other international festivals and use a range of multi-cultural equipment.

PHYSICAL DEVELOPMENT

Judgement: Very Good

A very wide range of equipment is used innovatively and effectively by children. They move confidently and with control around each other and the equipment, demonstrating a good sense of space. They are co-ordinated and move their bodies imaginatively. Children develop hygiene awareness routinely and are aware of healthy eating. They are confident and skilful in using a range of tools and equipment.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have a well developed sense of colour. They work in small or large groups using a variety of materials, but do not always choose these themselves. They enjoy singing, learning new songs and moving to music. They use both made and manufactured musical instruments. They listen to and compare sound patterns. They have well developed imaginations, extending or changing the focus of role play and when using small world equipment. They make up stories and create books.

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:
- provide more opportunities for children to freely access a choice of materials so they may create artwork independently
- provide training for staff so that children's knowledge and understanding of other religions and beliefs can be incorporated into the planned curriculum.

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.