



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 116837

DfES Number: 524389

### INSPECTION DETAILS

Inspection Date 15/09/2004  
Inspector Name Elizabeth, Claire Price

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name English Martyrs Pre-School  
Setting Address The Community Centre  
English Martyrs Church, Liebenrood Road  
Reading  
Berkshire  
RG30 2EB

### REGISTERED PROVIDER DETAILS

Name The Committee of English Martyrs Pre-School 1020741

### ORGANISATION DETAILS

Name English Martyrs Pre-School  
Address The Community Centre  
English Martyrs Church, Liebenrood Road  
Reading  
Berkshire  
RG30 2EB

## 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

English Martyrs Pre-School has been registered for 32 years. It is located in the community centre within the grounds of English Martyrs Church. The intake of children reflects the make-up of the local community and it serves the needs of families within this area.

English Martyrs Pre-School accommodates children between the ages of 2 and 5 years old. There are currently 38 children on roll with 14 funded 4 year-olds and 8 funded 3 year-olds. The group support children who have special educational needs and children who have English as an additional language.

The pre-school opens from Monday to Friday between 09:10 to 11:40 and Monday, Tuesday and Friday between 12:20 to 14:50. There is a lunchtime club offered after the morning session on Monday to Thursday from 11:40 to 12:15. The group open term times only.

There are nine staff who work across the age groups; two of whom have level three qualifications and two have level two.

The group are members of the Pre-School Learning Alliance and are supported by the local Early Years Development Partnership.

### How good is the Day Care?

English Martyrs Pre-School provides good quality care to children. The staff are well organised and provide close attention to the children's needs with a high staff to child ratio. Staff are currently working towards the required qualification levels. The pre-school premises provide a welcoming, bright and attractive, child friendly environment. Toys and resources are readily accessible, attractively displayed and provide a very good range for the children attending. All documentation is available and readily accessible for inspection although some lacks the required details.

Staff give high priority to children's health, safety and welfare both indoors and

outside and carry out regular checks to minimise hazards to children's safety. They encourage children to develop independence in their personal care. Staff observe the parents and children's preferences. They provide healthy and nutritious snacks with drinks for children, who enjoy serving themselves. Children are well supported by the staff team and all children are treated with equal concern.

The staff organise and plan a very good range of interesting and stimulating activities for the children. Staff respond promptly if they need help and interact well with the children. They use praise and encouragement appropriately to develop positive behaviour. Children co-operate with staff and play well together as a result of the methods used.

Parents are welcomed in the pre-school and staff are open and friendly, encouraging parents to discuss any concerns with them. Staff provide daily verbal feedback to parents, open evenings and appointments with key workers, to discuss the child's progress. Parents have access to a summary of most policies and procedures although not all are included and full policies are not readily accessible to parents at present.

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

Not applicable

#### **What is being done well?**

- Staff offer a good range and balance of stimulating activities which encourages children's interest and promotes their confidence. They interact well with the children and parents and work hard to provide a safe, welcoming and attractive environment, where children can access both the indoor and outdoor areas independently, weather permitting.
- Staff have effective systems to promote positive behaviour and children are well behaved and co-operate with staff. Staff are consistent and offer positive praise and encouragement to children in their work. They give equal concern and respect to individual children's needs. Staff ensure that new children are given time and warm attention to help them settle.
- Staff encourage children to learn about hygiene and develop independence in their personal care. Staff have all procedures in place for care of sick or injured children and liaise with parents over dietary and medical needs. Staff supply children with healthy snacks and regular drinks are available.
- The pre-school is very well resourced and staff ensure children have a wide range to choose from at each session. Staff provide role play facilities which are particularly well resourced and researched to promote children's curiosity and learning.

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

- the staff qualifications to meet required levels of staff at level three and level two with a member of staff as a named deputy
- documentation to ensure that all records, policies and procedures relate to Ofsted as the registering body, the register of attendance shows the times of entry and exit for staff and children and all visitors sign the visitors book
- information to parents to be further developed to ensure policy documents are readily accessible and to include details in the prospectus of group policies and procedures, with particular reference to child protection, equal opportunities and special needs.

### 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
2	Develop an action plan to indicate how the staff qualification requirement is to be met and include a named deputy.
12	Develop the information to parents to include details of the policies on child protection, special educational needs and equal opportunities.
14	Ensure the times of attendance for staff and children are indicated on the register and visitors are recorded.
14	Ensure all policies and procedures are readily accessible to parents and refer to Ofsted as the regulatory authority.

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

### How effective is the nursery education?

English Martyrs Pre-School is acceptable and the provision for children's education is of good quality. Children are making generally good progress towards the Early Learning Goals. Progress is very good in five areas of learning and generally good in communication, language and literacy. Children are keen and well motivated to learn through the varied environment and wide range of resources.

Teaching is generally good. Staff have a secure knowledge of the early learning goals to promote children's learning shown by the wide range of activities and discussions with staff. Some aspects of the provision do not sufficiently promote children's literacy skills. Staff interact well with children and use a range of teaching strategies to aid skill development. They manage children's behaviour effectively with positive praise and encouragement, and act as good role models. Staff make ongoing assessments of children's progress although these are not used to plan for the child's next step. Activities are extended for more or less able children although these are not reflected in the planning. Children with special educational needs and English as an additional language are well supported.

Leadership and management is generally good. The teamwork and close working relationships between the committee and staff are a strength of this group. Staff are encouraged to undertake training and update their skills. The supervisor shows clear leadership and enthusiasm for the continual improvement of the provision for education. Regular evaluation supports continual improvements although does not include evaluation of extension activities provided for the children.

Partnership with parents is generally good. Opportunities are limited at present for parents to become involved in their child's learning and formally comment on their progress. They are generally well informed and consulted about their child and are encouraged to share their prior knowledge of their child.

### What is being done well?

- Good teamwork is evident with flexible staff and clear leadership. Staff and the manager show a clear commitment to the ongoing improvement of the educational provision for all children.
- Children co-operate well with adults and each other. They are well behaved, respond to the requests of staff and share toys and resources. The staff use effective methods of positive behaviour management, praise and encouragement to develop children's self esteem and promote good behaviour.
- The provision of a good range of resources and activities and free access to the outdoor environment stimulates children's interest and promotes exploration and investigation of their environment.

- Staff use good techniques to promote children's learning and understanding with clear explanation and appropriate questions to develop their skills. They have a secure knowledge of the Foundation stage and plan effectively to incorporate the early learning goals for children's education.

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

- the organisation of the session and methods used to encourage the children to independently select books during free play
- the evaluation of activities to include planning for children's individual progress and reflect extension activities provided for more able children
- the opportunities for parents to become involved and contribute to their child's learning.

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

The provision has made generally good progress since the last inspection. Staff have implemented changes in response to points raised, labelling and pictures are now used to aid children's understanding of letter recognition and aid choices of resources. Staff now provide a wide choice of construction resources both indoors and out in the garden. Children are able to choose and create their own designs. Observations of children's progress are recorded and the next step identified in their profiles, however these are not used to identify and aid planning for the next step for an individual child's progress.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show good concentration skills and express their ideas and needs confidently to adults. They have developing independence skills which are encouraged by staff and they are well motivated to experience the activities on offer. Children co-operate well with staff and involve themselves in their learning by tidying and helping staff at the end of each session.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident, listen well and engage easily in conversation, explaining their thoughts clearly to staff. Children confidently find their name cards and are beginning to understand that print carries meaning. They enjoy books and stories although they do not independently select books and the book corner is under utilised. Children's spoken language and writing skills are developing well as a result of the good range of planned activities and interaction with staff.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use number in everyday situations and are confident to use mathematical ideas and methods to solve practical problems. Most children are confident to count up to and beyond ten and recognise numerals from one to nine. They use simple mathematical words to describe position and show curiosity and observation when talking about shapes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are confident in designing and making skills. They use a range of materials, construction activities and malleable materials to extend and develop their skills. Children explore and investigate their world through a range of activities providing first hand experiences for example the beach in the home corner. They talk confidently about personal events in their lives for example sharing their holiday experiences with their families and how they travelled.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children show good co-ordination and confidence in movement and manoeuvring skills around the room and in the garden. They have a growing understanding of spatial awareness for themselves and others. The children are confident in their independence skills and show good awareness of basic hygiene. Children have regular opportunities to access the outdoor area and utilise clear floor space on wet days for development of physical skills indoors, for example balancing and parachute games.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children experience a good range of resources and opportunities to explore a variety of media and materials. They express their ideas freely through a range of activities including role play in the beach home corner and small world play. Children respond enthusiastically to new experiences and are confident in communicating their thoughts and feelings. They are enthusiastic about making music and enjoy singing familiar songs and rhymes.

**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**

- develop the use of evaluation of activities and observations of children's progress to inform planning for the next step for individual children and reflect extension activities provided for more able children
- provide more opportunities for parents to be involved and to contribute to their child's learning
- investigate and develop methods of encouraging children to independently select books during free play sessions.

*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.*