



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 123588

DfES Number: 546104

INSPECTION DETAILS

Inspection Date	13/10/2004
Inspector Name	Karen Molloy

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Saviours Pre-School
Setting Address	St Saviours Church Hall Sandpit Lane St. Albans Hertfordshire AL1 4DF

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name	St Saviours Pre-School
Address	St Saviours Church Hall Sandpit Lane St. Albans Hertfordshire AL1 4DF

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 Saviours Pre-School is a private playgroup run in central St Albans. It is open on a Monday, Wednesday and Friday from 09:15 to 12:00 and serves the local area.

The group operates from a large church hall, term time only and does not have sole use of the premises. Children have access to a large, spacious hall, an adjoining smaller room and toilets. Children also benefit from an outside play area.

The group is run by joint owners, Margaret Jacobs and Tina Alder.

At the time of the inspection, the group have 18 funded children. Margaret Jacobs is a qualified teacher and the staff team comprises of seven staff members, of whom 4 hold an early years qualification.

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 Saviours Pre-School is of high quality overall. Children are making very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff working with the funded children have a good knowledge and understanding of the stepping stones and early learning goals. All staff have attended Foundation Stage curriculum training organised and delivered by the manager. Staff work very well together and create a positive learning environment for children. Teaching challenges children and grouping of children enables staff to meet their needs effectively. Staff plan a well balanced range of activities with time for free play as well as more structured opportunities, although planning does not include clear learning intentions, linked to the stepping stones. Appropriate policies and strategies are in place to support children with special educational needs.

Staff regularly record observations to assess children's learning. Notebooks kept in different areas of the room enable staff to observe and record how children play and learn in that particular activity.

Leadership and management is very good. The group benefits from two knowledgeable and enthusiastic leaders who work closely with a dedicated team of staff. Staff meet regularly to plan themes and activities and exchange information on a daily basis. Staff are committed to the continuing improvement and development of the group.

Partnership with parents is generally good. There are effective settling in procedures and parents are made to feel very welcome. Parents and staff regularly talk and share information, although currently, recorded information is not gained from parents about their child. Parents receive good quality information in a variety of ways including Foundation Stage literature. Parents are involved in children's learning and they speak very positively about the group.

What is being done well?

- Staff interact with the children in a very positive manner. They listen to them, acknowledge their comments, ask questions to make them think, support them when necessary and use praise to encourage them. Children, in turn are happy and confident in their approach to adults.
- Staff organise space, staff and resources well. Children are grouped appropriately and good staff ratios ensure children receive sufficient support and one to one attention. The organisation of the session enables children to become absorbed in an area of play without interruption or disruption. Children are able to choose freely from a range of activities and small group

times allow staff who work with the older, funded children, to focus on the different areas of learning.

- The settings works well, in partnership with parents. Staff are welcoming and everyone is greeted individually, on arrival. Communication is effective and letters, notices and regular newsletters are presented well and are informative. Staff pay attention to settling children in sensitively and a newly introduced, Induction Day has proved a success, giving staff, children and parents time to talk, discuss and share information. Feedback from parents is very positive.
- Children are busy and absorbed in different areas of play. They are excited and enthusiastic to learn and staff provide a stimulating environment with many activities taking place at once. This ensures that over a period of time, children receive a broad and balanced curriculum, covering all areas of learning.

What needs to be improved?

- planning, to include differentiation and clear learning intentions, relating to areas of learning and the stepping stones
- the procedure to gather information from parents about their child.

What has improved since the last inspection?

This is the setting's first nursery education inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and settled within their environment and participate enthusiastically in activities. The children's confidence and self esteem is developed by staff who are sensitive to their needs and know them well. Children independently select resources and persist with challenging tasks. They form good relationships with adults and peers, initiate conversation and with support, can recollect the mornings events. Children concentrate as they become involved in interesting activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Many children are able to recognise their own name on arrival and are familiar with the initial letter sound of their name. They choose to look at books independently and join in group story time enthusiastically. Children are beginning to write when engaged in role play, for example, at the vets. Regular opportunities exist for children to make marks, using a selection of resources. Small group time enables children to take turns to talk, recall events and listen to others, which they do well.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children benefit from individual support to help them count to 10 and to recognise shapes, colours and sizes. Practical activities such as counting how many boys/girls introduces the concept of more and less and the use of mathematical language. Children access a range of equipment to compare shape, size and weight through structured and everyday activities such as weighing conkers and potatoes, looking at leaves and using 'compare' bears. Children enjoy joining in with number songs/rhymes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to explore and investigate, which they do with interest and curiosity. The Autumn theme enables them to use magnifying glasses and look closely at leaves whilst bread making has shown how things change and develop. Children build and construct with a purpose, selecting and using a range of objects; using 'planks' to make a ramp and bricks to construct a bridge. Children persist in getting a pulley system to operate, attaching items to it, to lever up and down.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Many opportunities exist for children to use a range of equipment inside and outdoors to develop large motor and fine manipulative skills. Children use tools and materials such as scissors, writing equipment, malleable materials, sewing and rolling pins with increasing control and accuracy. Regular music and movement sessions demonstrate how children move to rhythm and music using a range of movements. They are able to competently walk backwards and show respect for others personal space.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have good opportunities to explore colour, texture, shape and form. They print with leaves, identifying colours, use clay to make hedgehogs and create 'homes' for animals to live in. Staff spend time in a new role play area and children then use this area well, imitating and developing their own ideas and situations. Children respond well to regular singing times, joining in with simple familiar songs and with support, are able to recite an Autumn poem.

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;
- the inclusion of clear learning intentions in planning, that link to the stepping stones
- the information gained from parents about their child

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.