



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218234

DfES Number: 515365

INSPECTION DETAILS

Inspection Date 09/03/2004
Inspector Name Diane Trout

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name ST GEORGES PRE-SCHOOL
Setting Address ST GEORGES CHURCH HALL
BAMFORD STREET ,GLASCOTE
TAMWORTH
STAFFORDSHIRE

REGISTERED PROVIDER DETAILS

Name The Committee of ST GEORGE'S PRE SCHOOL

ORGANISATION DETAILS

Name ST GEORGE'S PRE SCHOOL
Address ST GEORGE'S CHURCH HALL
BAMFORD STREET ,GLASCOTE
TAMWORTH
STAFFORDSHIRE
B77 2AS

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 George's Pre-school opened in 1992. It operates from one main hall and small room within a church hall in a residential area, near to Tamworth town centre. The playgroup serves the local and surrounding area.

There are currently 36 children from 2 to 5 years on roll. This includes 14 funded 3-year-olds and 4 funded 4-year-olds. Children attend for a variety of sessions.

The playgroup opens five days per week during school term times. Sessions last from 09:15 until 11.45.

There is one full time and five part time staff who work with the children. Over half the staff have early years qualifications to level 2 or 3. There are two staff currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

St George's Pre-school provides good quality care for children. They provide a warm, friendly and welcoming environment for children and parents. Space and resources are generally well organised to create a stimulating, interesting and supportive environment for children. Policies and procedures are understood, implemented by staff, shared with parents and have a positive impact on the children. Records and documentation are readily available. Staff work as a team and are committed to developing practice through evaluation and professional training.

Staff take reasonable steps to ensure the physical environment is safe and secure. They implement and promote good hygiene practices and healthy eating. Children's individual needs are recognised, responded to and appropriately supported.

A wide, balanced range of activities are planned which develop children's knowledge and understanding in all areas of learning. Children are interested and involved in

their activities which provide stimulation and challenge both indoors and outdoors, however low level storage for them to select, use and replace resources is limited. They are offered opportunities to explore and investigate their environment. Children respond well to the high expectations of staff and behave well.

Staff develop a trusting, friendly relationship with parents. Parents are listened to and kept fully informed about the nursery and their children's progress. Staff work in partnership with parents to meet the children's individual needs. Information is shared with parents and their views and concerns are respected and valued.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff implement policies and procedures that are fully understood, shared with parents, and have a positive impact on the children.
- Staff plan a wide range of activities to develop children's knowledge and understanding in all areas of learning. Activities are imaginative, interesting and provide challenge.
- Staff take all reasonable steps to keep children safe and healthy by promoting good practice and procedures.
- Parents are kept fully informed about the nursery and their children's progress.

What needs to be improved?

- the low level storage for children to select, use and replace resources.

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	Improve low level storage to enable children to select, use and replace resources.

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

How effective is the nursery education?

St George's Pre-School provides a happy, secure environment where children are making very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have a sound, secure knowledge and understanding of the foundation stage curriculum and the stepping-stones towards the early learning goals. A wide variety of stimulating and challenging practical activities are planned, both indoors and out of doors. Staff use every opportunity for children to learn. Resources are of good quality and are well organised however access to low-level storage to encourage children to select their own materials is limited. Staff skilfully question and challenge children during planned and spontaneous activities, to make them think, solve problems and make decisions. The quality of interactions significantly enhances the children's development.

Staff keep records of children's progress through on-going assessment and observation. A detailed and well-planned curriculum which builds on what children can do, is written after consultation with all staff. Staff have undertaken training to enable them to support children with special educational needs. They work in partnership with parents and other professionals to meet children's individual needs.

The leadership and management of the nursery is very good. The staff and the committee are clear about their roles and work very well together as a team. A good system is in place to monitor the quality of teaching and identify and address any training needs.

Partnership with parents is very good. Parents are listened to and kept fully informed about the nursery and their children's progress. Opportunities to access records and talk to staff are readily available to all parents. Parents are given information to involve them in the nursery plans and reinforce children's learning.

What is being done well?

- Children communicate well with each other and adults and they build warm, trusting relationships with staff. They respond well to the staff's high expectations and behave well.
- A wide range of stimulating and challenging activities build on children's interests and develop their imagination and skills in all areas of learning.
- Staff skilfully question and challenge children to make them think, solve problems and make decisions.
- Children are confident to explore and investigate, share experiences and be challenged.

- Staff work very well together as a team to provide a friendly, supportive environment. They work in partnership with parents to support, build on and extend children's learning and development.

What needs to be improved?

- the low level storage to enable children to select, use and replace toys, equipment and materials.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are well behaved, confident and eager to learn. They show a keen interest in activities and are developing good concentration skills. Children are building warm, trusting relationships with staff and demonstrate care and consideration towards each other. They are becoming increasingly independent and are able to take care of their personal needs. Children are beginning to learn about their own and other cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate well with each other and adults using increasing vocabulary and questioning skills. They are confident when singing familiar songs and rhymes. Children are beginning to recognise their name. They are learning to link sounds to letters. Children use a variety of equipment and materials to make marks and practise their developing writing skills. Children enjoy listening to stories and looking at books. Children handle books correctly.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are familiar with number rhymes and exploring simple addition and subtraction in practical ways. Most children are able to count confidently up to 10 and beyond. Children explore concepts of weight, capacity, shape and size through a wide range of practical activities. They use mathematical vocabulary correctly in their play. Children are developing their mathematical skills and knowledge during everyday routine activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are beginning to understand the world around them by exploring their immediate and surrounding environment. They learn about nature by growing plants and looking at living creatures. Children are developing confidence when using simple computer programmes and programmable equipment. They are developing a sense of time by talking about past, present and future experiences and events in their lives.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are becoming confident when using equipment to develop gross and fine motor skills. They confidently negotiate space both in and out of doors and move confidently in a variety of ways. Children are given time and support to practise newly acquired skills. They persevere when using pencils, brushes and scissors and handle them with increasing control. Children are developing an understanding of eating healthily and the effect on their bodies.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are becoming increasingly confident when using creative materials and enjoy seeing their work displayed. They explore colour, shape, texture, movement and music during a wide range of activities. Children are confident when singing familiar songs and rhymes alone or in groups. They use instruments to create their own sounds, patterns and music. Children use role-play, small world toys and drama to develop their imagination and express feelings and ideas through play.

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 the following;
- consider improving the provision of low level storage to enable children to select, use and replace toys, equipment and materials.

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.