



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 509695

DfES Number: 516773

### INSPECTION DETAILS

Inspection Date 10/03/2004  
Inspector Name Amanda Jane Tyson

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name St Mary's and St Peter's Pre School  
Setting Address Somerset Road  
Teddington  
Middlesex  
TW11 8RX

### REGISTERED PROVIDER DETAILS

Name The Committee of St. Mary's and St. Peter's Preschool  
10375153

### ORGANISATION DETAILS

Name St. Mary's and St. Peter's Preschool  
Address Somerset Road  
Teddington  
Middlesex  
TW11 8RX

## 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 and St Peter's Preschool is a sessional group located in a self contained building, with it's own outdoor play area, within the grounds of St Mary's and St Peter's School C E Primary School. Whilst the nursery maintains very close links with the main school, It is owned and run by a management committee and has registered charitable status.

The Pre-school operates mornings and afternoons from Monday to Friday between 9.10am and 11.40am and in the afternoons between 12.40pm and 3.10pm, during term time. The nursery is in receipt of funding of nursery education. They accommodate 24 children per session, aged from three to five years. There are currently 32 three year olds and 22 four year olds, all of which are funded, on role and of these, two have identified special educational needs.

Five level 3 qualified staff, including the manager and one assistant work with the children in a variety of sessions. There is a minimum of three staff in attendance each session. Children with identified special educational needs receive individual teacher support throughout the session.

The majority of the families using the group live in the local community. Children attending the pre-school are not guaranteed a place at St Mary's and St Peter's school, but move on to various schools in the area..

### How good is the Day Care?

St Mary's and St Peters Pre-School provide good quality of care for children.

The environment is warm and welcoming. The plays areas are clearly defined, children's creative designs are displayed on the walls and play resources are attractively stored so that children can self select. The operational plan works well in practice. The staff team, work effectively together to provide the children with continuity and consistency of care. Records and documentation are in place and

contain sufficient detail.

Staff plan an exciting range of stimulating activities, which extend the children's learning and helps them make progress towards the early learning goals. Staff have high expectations of the children, they know them well and spend time talking, listening and questioning them. The children are well behaved, happy, confident and independent. Activities are adapted to meet the individual needs of all the children and the setting operates a positive inclusion policy to integrate children with special educational needs and disabilities. There is a very good range of play resources, which enable the children to play co-operatively together in groups and which reflect positive images of race, gender and disability.

The staff have a good understanding of safety issues, there are effective procedures in place to minimise risks to children, but staff need to update their knowledge of child protection issues and procedures. The premises are clean and staff actively promote good hygiene standards to the children through daily activities and routines.

Parents are warmly welcomed. They are very well informed of the curriculum and have a clear understanding of the ethos and routine of the setting. There are effective methods in place to keep parents well informed of their children's progress and development. Policies and procedures are not easily accessible to parents and the complaints procedure does not detail the contact information for Ofsted.

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

At the last inspection the setting agreed to make improvements to the flooring.

The nursery now benefits from a part wipe clean, part carpeted surface.

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

- Activities are stimulating, imaginative and fun. The children are inquisitive, confident and motivated to explore new challenges. They play imaginatively and co-operatively together.
- There are an excellent variety of resources to promote learning in all areas and the group have paid good consideration to ensuring that they are anti-discriminatory with positive images of race, gender and disability well represented. Resources are well organised to enable children to help themselves and develop their independence.
- The provision for children with special needs is excellent. The staff are committed to ensuring that the settings inclusion policy works in practice. Resources and activities are adapted so that all children can fully participate and the children thrive in the integrated environment, where they are considerate of each other and continue to develop their understanding of the differences and needs of others.
- Staff know the children well, spend time individually with the children helping them with challenges that require adult support. They have high expectations of the children and plan effectively to ensure that all children are sufficiently

challenged.

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

- Procedures for new staff, students and volunteers
- Staff's knowledge and understanding of child protection issues
- the information given to parents regarding policies and procedures.

#### **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	Devise and implement an Induction procedure for new staff, volunteers and students.
12	Make sure that parents are fully aware of the written policies and procedures, for and have details the procedure to be followed if they have a complaint including the contact details of Ofsted.
13	Develop staff's knowledge and understanding of child protection issues.

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

### How effective is the nursery education?

St Mary's and St Peters Pre-School provides a high learning environment where children are making very good progress towards the early learning goals.

The children are confident to try new skills, are inquisitive, happy and play co-operatively together. They speak clearly, use language well to express their feelings and needs and are developing good pre-writing and reading skills. They design and construct with a purpose and use their imagination well in all activities. The children are becoming confident mathematicians and use mathematical concepts to solve practical problems. They use large and small equipment with developing skill and enjoy outdoor play.

The quality of teaching is very good. Staff have a very good understanding of how to incorporate objectives for learning into a wide range of innovative and stimulating daily activities, which positively supports and includes the needs of children with special educational needs and disabilities. Staff have high expectations of the children and use their detailed knowledge to help children progress to their next stage of learning. However, although children's assessment records detail their achievements and progress, they do not detail their specific learning intentions. The nursery is well resourced with a good range of toys and equipment, which are organised to encourage children's independence and self help skills.

Leadership and management is very good. There is a consistent commitment to evaluate the provision and improve further, which is evident with the plans to improve the current organisation of the nursery routine and staff development.

Partnership with parents is very good. Regular discussions and newsletters keep them informed of the curriculum and children's progress, but there are less opportunities for most parents to formally view children's records and receive developmental progress reports.

### What is being done well?

- The quality of teaching is excellent. Children with special educational needs and disabilities are very well supported. Staff are committed to providing an inclusive and innovative learning environment that enables all children to fully participate in activities and progress in all areas of development. Activities are well planned, stimulating and linked to clear learning objectives of the foundation stage of learning. The curriculum plans, long, mid and short term are clear and evaluative.
- The high quality and good quantities of resources enable all the children to play co-operatively and imaginatively together. Their easy accessibility enables the children to develop their independence and self help skills.

- Children are happy and motivated to learn. They play and work well independently and co-operatively together, using their developing confidence to try new skills and solve practical problems, for example creating their own designs and building and constructing with a purpose in mind.
- The ethos of the nursery is clearly understood by parents and they have a good understanding of the aims of the curriculum. Parents are very supportive of the nursery and participate in nursery life on a regular basis.
- The new leadership provides the staff and setting with supportive direction and vision for the future. The staff work well together as a team and are committed to further improvement.

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

- the organisation of the nursery routine
- children's assessment records.

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

The setting has made very good progress in response to the points for consideration at the last inspection.

The nursery now has a wide range of multi-cultural books depicting positive images of race, gender, culture and disability.

The programme for mathematics provides children with a wide range of opportunities to use their mathematical skills to solve practical problems. The children confidently construct with a purpose and concentrate for long periods when trying to work out how to balance objects and match shapes

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. They are happy, motivated and interested in their learning. The children form very good relationships, show concern for others, take turns and are well behaved. They are developing a very good understanding of the needs of others and they show respect for each other's differences. The children are developing good independence and self help skills, although this could be developed further during snack time

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in this area. They use language to express their real and imaginary experiences, to negotiate with each other and explore solutions to challenges. The children are developing a good understanding that print carries meaning. They attempt purposeful writing, recognise and write their names and some children can link sounds to letters, naming and sounding letters of the alphabet. The children enjoy stories, listen and participate with enthusiasm.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. They use their developing mathematical skills to solve practical problems with size, shape, balance and measure. They count to high numbers and are beginning to develop good calculating skills. The children recognise numerals to 9 and use number language with developing confidence. The children's learning is reinforced by skilled interaction from staff, who foster their interest in spontaneous challenges and play activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress in this area. They are very interested in how things work and they design and construct purposefully and confidently. The children explore the natural world with enthusiasm and are developing sound knowledge of things that live and grow. They are developing their understanding of past and present, for example when talking about birthdays and family events and learn about the cultures and beliefs of others. The children use I.C.T equipment with confidence.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children make very good progress in this area. They are developing a good fine motor skill, which is demonstrated in their skilled use of small tools. The children move confidently and enjoy the physical challenges provided in the garden, where they run, jump, climb and balance with confidence. The children are developing a very good understanding of health and bodily awareness, which is supported through topics, daily activities and routines.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children make very good progress in this area. They are confident and skilled in designing and producing their own work, using a wide range of resources. They explore colour, can name most shapes and use their senses to explore and investigate natural, malleable and textured resources with interest and enthusiasm. The children use their imagination to act out both real and imaginary experiences, through excellent role play opportunities and taking an active part in story and singing time

**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 the children with more opportunities to make informed choices, i.e. when they want to break for a snack, go outside to play or persist at chosen activities for longer periods of time, so that their concentration is not disturbed in favour of structured routine.
- make more effective use of developmental assessment records, to inform parents and plan for children's next stage of learning.

*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.*