



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 107637

DfES Number: 584776

INSPECTION DETAILS

Inspection Date 24/02/2005
Inspector Name Colleen Sterling

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Mary's Pre School
Setting Address St. Mary 's Church Hall
63 St. Mary's Road
London
SE15 2EA

REGISTERED PROVIDER DETAILS

Name The Committee of St. Mary's Playgrop (Southwark) 1040771

ORGANISATION DETAILS

Name St. Mary's Playgrop (Southwark)
Address St. Mary Magdalene Church Hall, 63 St. Mary's Road
London
SE15 2EA

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. Mary's Play Group operates from a church hall, located in a residential area, bordering the London Borough of Lewisham. The Group is registered for 26 children aged from 2 years to under 5 years. It is open from 9.45am to 12.15pm, Monday to Friday, term time only. There are 4 childcare staff and one Special Educational Needs worker.

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

How effective is the nursery education?

The provision for preschool education at St Mary's Preschool is of good quality overall. Children are making generally good progress towards the early learning goals.

Teaching is generally good overall. Staff have a very good understanding of the stepping stones and early learning goals. Open-ended questioning helps children to solve problems in practical situations. Staff use effective methods to manage children's behaviour; consequently, children behave well.

Written plans for three and four year olds is very good in all areas of learning and includes short, medium, and long-term planning arrangements. A specialist music teacher supports the educational provision. Effectiveness of the planning of the Foundation Stage Curriculum for three and four year olds is very good, consequently, there is a good quality of learning experiences for children. The provision to support Special Educational Needs is generally good. There are good links with external agencies to support less able children, but targets set for children that are more able including those using English as an additional language do not inform the educational plans or shared with parents at regular intervals. The written assessments are not dated and consequently staff cannot accurately track the level and type of progress made.

The leadership and management of the preschool is very good. There is shared vision for growth and development. Active parents support the work of the preschool through the parents committee. The staff have undertaken a range of practice development courses with the local Early Years Development and Childcare Partnership.

Partnership with parents is generally good. Information about the setting and its provision is of good quality. Although parents receive informal information about children's progress on a daily basis, but the record of achievement is not shared with parents at regular intervals. Consequently, this affects parent's ability to reinforce learning at home.

What is being done well?

- The area of Communication, Language, and Literacy. The children are developing good communication skills. The children listen attentively and understand complex instruction. The children are using language for thinking. Open-ended questioning enables adults to check children's understanding of what they see and hear during story telling. The book corner area is comfortable and well resourced. The children are developing handwriting skills and attempting writing for a variety of purposes.

- The area of creative development. Children with special educational needs benefit from creative sessions and can select their own activities with support. More formal music tuition is helping the children learn how to repeat simple music patterns, listen attentively, make and control sounds, perform with others and follow instruction during singing and dance sessions.
- Effectiveness of the planning of the Foundation Stage Curriculum for three and four year olds is very good in all areas of the curriculum this facilitates the good quality of learning experiences for children.

What needs to be improved?

- The use made of written assessments to ensure that children's progress inform the written plans, enable staff to accurately track the level and type of progress made and provide opportunities for parents to reinforce learning at home.

What has improved since the last inspection?

Very good progress has been made towards improving the provision for physical development. The large hall lends itself well to facilitate physical development and easily accommodates equipment such as two indoor climbing frames and balancing beams. Physical activities which make use of these resources are routinely planned which in turn support large movement and balancing skills. The children negotiate in, on and under equipment with good coordination and control. The children are developing an awareness of space, of themselves and of others. The children are able to use a range of tools and small equipment with increasing confidence, control, and purpose such as knives for preparing fruit for snack time.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

All children are interested and engaged in their learning they are keen to access and undertake activities provided. All children listen attentively to and respond appropriately to instruction informing them what will happen next. The children are developing an awareness of self-control and the impact of their behaviour on others consequently behaviour is good. The interest table is appropriately used to help children develop an awareness of other cultures from around the world.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children are developing good communication skills and communicate freely during structured activities. The children listen attentively and understand complex instruction. The children are using language for thinking. Open-ended questioning enables adults to check children's understanding of what they see and hear during story telling. The book corner area is comfortable and well resourced. The children are developing handwriting skills and attempting writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

There is a good range of practical and planned activities and resources, which support children's understanding of mathematics in familiar contexts. Resources to support knowledge and understanding of number operations are very good and children that are more able work alone to complete number tasks. The children use mathematical vocabulary to describe and compare shape and quantity

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children have good quality resources to find out about and identify features of living things. The children plant seeds and grow hyacinths. The children know how to use simple computer programmes and these support colour recognition, language and literacy and mathematics. Some children are able to select the computer programmes they wish to use and manipulate the mouse well to select colours. The children access and select from a good range of programmable resources to support learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in this area is very good. The children move confidently and energetically during planned physical activity. The children negotiate in, on and under equipment with good coordination and control. The children are learning through planned activities how their bodies work and the vocabulary associated with their bodies. The children use a range of tools and small equipment and natural materials with increasing confidence, control to support their learning.

CREATIVE DEVELOPMENT

Judgement: Very Good

The children are able to explore colour, texture shape and form through the range of creative graphic and recycled media available to them. Children with special educational needs benefit from creative sessions and can select their on activities with support. More formal music tuition is helping the children learn how to repeat simple music patterns, listen attentively, make and control sounds, perform with others and follow instruction during singing and dance sessions

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:

- Evaluate the uses made of written assessments to ensure that written plans reflect the individual needs of children.

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.