



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 116672

DfES Number: 517855

### INSPECTION DETAILS

|                 |                         |
|-----------------|-------------------------|
| Inspection Date | 15/06/2004              |
| Inspector Name  | Anne Jeanette Faithfull |

### SETTING DETAILS

|                 |  |
|-----------------|--|
| Day Care Type   | Sessional Day Care   |
| Setting Name    | St Mary's Pre-School   |
| Setting Address | 141 Marlow Bottom Road<br>Marlow<br>Buckinghamshire<br>SL7 3CJ |

### REGISTERED PROVIDER DETAILS

|      |                                       |
|------|---------------------------------------|
| Name | The Committee of St Mary's Pre-school |
|------|---------------------------------------|

### ORGANISATION DETAILS

|         |   |
|---------|---|
| Name    | St Mary's Pre-school                                      |
| Address | 141 Marlow Bottom<br>Marlow<br>Buckinghamshire<br>SL7 3PP |

## 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 Pre-School has been open for over 30 years. It operates from St Mary's Church Hall in Marlow Bottom. The pre-school serves the local community.

There are currently 51 children from two to five years on roll. This includes 27 funded three year olds and 19 funded four year olds. Children attend for a variety of sessions. The pre-school currently supports children who has English as an additional language and has systems in place to support children with special needs.

The pre-school opens five days a week during school term times. Sessions are from 09.00 to 11.45 Monday to Friday and 12.30 to 15.00 on Monday, Tuesday and Wednesday.

Fourteen staff work with the children on a part-time and full-time basis. Over half the staff have early years qualifications and other staff are working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

St Mary's Pre-school for children provides good quality care for children. Staff provide a warm, welcoming, calm and secure environment for the children and their parents. The staff work well as a team to provide a range of stimulating and well balanced activities, resources and experiences, which help promote children's learning and development, they also make effective use of the space both indoors and outdoors.

The staff are very aware of children's safety both indoors and outside, and encourage the children to be aware of their own safety and the safety of others. Staff take positive steps to promote health and hygiene with the children and are good role models. Accident and medication forms are in place, however staff need to ensure all details are recorded on the accident forms and are signed by parents. Staff have a secure knowledge and understanding of the individual needs of the

children, and ensure they meet those needs daily, each child is valued and respected.

Staff offer a very calm environment which helps to promote good behaviour within the pre-school, children respond to any request from each other or staff in a positive manner. The staff are good role models and use praise and encouragement effectively when required. Staff understand the need to protect children and local child protection procedures and contact numbers are in place.

The pre-school has developed good relationships with the parents, daily feedback is given, and parents have the opportunity at the beginning and end of the sessions to share any information or concerns. Parents are very pleased with the progress their children make and comment on how happy and secure their children are. All policies and procedures are in place.

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

Not applicable.

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

- The staff work well as a team to provide a stimulating range of activities, experiences and resources which are stimulating, interesting and help all the children attending to make progress in all areas of learning and development.
- Space is organised well and in effective use to create a warm, welcoming calm and secure environment for the children and their parents.
- Staff have a secure knowledge and understanding of the children's individual needs, each child is valued and respected. Staff ensure they meet children's individual needs daily.
- The staff have developed good relationships with the parents, they share information and concerns on a daily basis.

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

- documentation, to ensure all accident forms are completed appropriately and signed by parents.

#### **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   |
|-----|--|
| 7   | Ensure all accident forms record all the required details and are signed by parents. |

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

### How effective is the nursery education?

The provision at St Mary's Pre-school is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. Children's progress in personal, social and emotional development, knowledge and understanding of the world, physical development and creative development is very good. Children are confident, happy, secure and eager to participate in all activities and experiences offered daily.

Teaching is generally good. Staff use their knowledge of the early learning goals to provide a range of activities, experiences and resources to encourage the children's early development, however, there are missed opportunities for children independently to begin to recognise and write their name in some activities and everyday routines. The children behave well in response to the calm atmosphere and sensitive support of staff. There are systems in place to support children with special needs and who have English as an additional language.

A new recording, assessment and evaluation system is in place, however limited evaluations take place on the planned activities, to ensure the activities provided are suitable for the children and to help staff to effectively identify where each child is and how to move them onto the next stage.

Leadership and management are generally good. The committee and staff are committed to ongoing development of staff and continued improvement in the quality of education provided. The appraisal system that is in place highlights staff development and training needs well. The staff work efficiently as a team, support each other, and contribute well to the running and development of the pre-school.

The partnership with parents is very good. Parents receive information via regular newsletters and a noticeboard. Parents comment on how approachable the staff are and how they are kept informed of their child's progress in a variety of ways.

### What is being done well?

- Children's personal, social and emotional development is very good. They are confident, motivated and interested in all activities and experiences offered. Children form good relationships; they are well behaved and interact well with each other and staff.
- Staff work well together as a team to provide an interesting and stimulating environment for the children. They provide a range of activities and resources, which effectively promote children's physical development. They are effective in their use of open-ended questions to help promote children's thinking and communication skills. Good use is made of the outdoor areas to increase children's understanding and knowledge of how things live and grow.

- Children are given the opportunity to be creative in a variety of different ways, staff encourage the children to use their imagination and provide many different activities for children to be creative as part of a group or individually.
- Staff have developed a good partnership with parents, information and concerns are shared. Newsletters and notice boards inform parents of activities and events taking place.

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

- the evaluation of planned activities to ensure all activities are suitable for the children and help the children to move onto the next stage
- opportunities for the children to independently begin to recognise and write their own name in everyday routines and activities
- staff to be more effective in encouraging children to count in everyday routines and activities to help extend children's understanding of counting and number skills.

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

Generally good progress has been made since the last inspection.

Plans now identify the areas to be covered and the learning outcomes of the children. Parents are now requested to contribute to their child's assessment and are kept informed of the progress their child is making, to ensure the on-going learning and development of their child.

An evaluation system has been put into place, but only limited evaluations still take place on the activities provided, to ensure they are suitable for all the ages of the children attending and to help them move children onto the next stage.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, interested, enthusiastic and eager to participate in all activities and experiences. Relationships are very good with each other and staff. Children interact well with each other and show consideration and support for others. The children behave well; they have a clear understanding of right and wrong. They negotiate well with each other, they share and take turns when required.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate and listen well to each other, visitors and staff. Activities provided foster language and literacy skills. Staff miss opportunities for children to independently begin to recognise and write their own name in everyday routines and activities. Staff effectively make good use of open-ended questioning to extend children's thinking and communication skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are provided with many different opportunities to experience shape, size and quantity; for example, using the different watering cans outside and the garden centre role play area where children looked at the size of flower pots. Staff encourage children to use mathematical language in everyday routines. Children that are more able can count confidently to 10 and beyond, however staff do not always extend children's understanding of counting and number in everyday routines.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are given many opportunities to design and build items including making their own insects. Good use is made of the outdoor area to enable children to experience mini-beasts, to observe and water the plants growing in the garden. Children are able to question why things happen and how things work. A range of resources are available to enable the children to experience information and communication technology.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have the opportunity by using the indoor trampoline to develop their balance and physical skills. They are confident in their personal independence skills and show an awareness of basic hygiene. Children have the opportunity through a variety of different activities to effectively use both malleable materials and tools, which help to promote their gross and fine motor skills.

|  |           |
|--|-----------|
| <b>CREATIVE DEVELOPMENT</b>  |           |
| Judgement:   | Very Good |
| Children enjoy participating in imaginative games and role-play as individuals or as part of a group. They can self-select dressing up clothes and items. Staff through planned activities encourage the children to draw and paint whilst looking at life-size items, including looking at sunflowers in a vase and then painting them. Children participate in singing familiar songs, rhymes and enjoy matching movements to music. Children use a variety of materials to explore texture, shape and colour. |           |
| <b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>  |           |



### **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**

- ensure written evaluations take place on activities offered to ensure activities are suitable and to help move children onto the next stage
- provide opportunities in everyday routines and activities for children to begin to recognise and write their own name independently.

*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.*