



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 145821

DfES Number: 517557

### INSPECTION DETAILS

Inspection Date	13/10/2003
Inspector Name	Beryl Baggs

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Michaels Pre School
Setting Address	Village Hall Whaddon Lane, Hilperton Trowbridge Wiltshire BA14 7RN

### REGISTERED PROVIDER DETAILS

Name	The Committee of St Michael's Pre School Committee
------	--

### ORGANISATION DETAILS

Name	St Michael's Pre School Committee
Address	St Michael's Pre School Village Hall Whaddon Lane, Hilperton Trowbridge, Wilts BA14 7RN

## 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 Michael's Pre-school operates from Hilperton Village Hall, Trowbridge. It is owned and managed by a parent committee who employ the pre-school manager and play assistants.

The pre-school is registered to care for 24 children aged two to under five years. Opening hours are 09:30 to 12:00 on Monday to Wednesday. Thursday sessions are 09:30 to 11:30 and 12:00 to 14:30 and Friday 09:15 to 11:45 and 12:15 to 14:45. The Thursday sessions are for two-year-olds and the remainder of the sessions are for 3 and 4-year-olds. The pre-school is open term time only.

The pre-school uses the main hall for children's play, an adjacent play area outside and provides access to toilets.

There are 42 children on the register aged three and four years, of whom 25 are in receipt of nursery education grant. There are also 12 children aged two years who attend the two-year-olds' session. There are no children with special educational needs or who have English as a second language.

There are eight staff employed of whom five hold or are working towards a level three childcare qualification. All pre-school staff frequently attend training offered by the Pre-school Learning Alliance and local authority Early Years team. The pre-school receives nursery education grant for three and four-year-olds.

### How good is the Day Care?

St Michael's Pre-school provides good quality care for children. The playleader has several years experience in pre-school and holds a level three childcare qualification. Well planned and organised sessions make good use of staff, resources and play space. The pre-school is bright and welcoming. Well placed screens allow the play space to be used imaginatively and also act to display children's work. The toys and play materials are bright and attractive to children, encouraging children to enjoy their learning through play. Records are stored

securely and accessibly. The register is completed in pencil.

The pre-school is aware of hazards for children, daily checks are made of the play room and the outside play space to ensure children are safe. Staff are alert to the infectious nature of childhood illnesses and work with parents to protect children. Children are offered healthy and nutritious snacks eaten in a social group with an adult. All children are encouraged to join in play, they learn to share and take turns. The playleader liaises with parents where there are concerns about a child's development and additional resources will be obtained if necessary. All staff know the signs and symptoms of child abuse and how to keep children safe.

The pre-school plans and provides a very good range of activities and games for children to develop in all areas, supporting language, mathematics and imagination. Staff help children to understand the routines of the pre-school and how they are expected to behave. Children are involved in their play throughout the session and behave well. The images of dress, food, way of life of other cultures, disability and gender roles are limited.

Parents share information about their child with the staff on a daily basis. There is a good informative brochure for parents who are encouraged to learn about the pre-school session on the parent rota.

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

An additional handrail has been added to the stone steps from the main hall to make it safe for children to use. The register now includes adults present at the session and visitors sign the visitors book. Parents sign the medication book when medicine is given to their child.

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

- The pre-school plans and provides a very good range of activities and games for children to develop in all areas, supporting language, mathematics and imagination.
- The pre-school is bright and welcoming. Well placed screens allow the play space to be used imaginatively and also act to display the children's work.
- Staff help children to understand the routines of the pre-school and how they are expected to behave. Children are involved in their play throughout the session and behave well.
- Parents share information about their child with the staff on a daily basis. There is a good informative brochure for parents who are encouraged to learn about the pre-school session on the parent rota.
- Staff are aware of hazards for children. Daily checks are made of the play room and the outside play space to ensure children are safe.

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

- completing the register in ink;
- the images of dress, food, way of life of other cultures, disability and gender roles in the displays and play materials for the children.

### 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
1	consider working towards an accreditation award
2	complete the register in ink to ensure the record is maintained
9	extend the positive images of dress, food, way of life of other cultures, disability, and gender roles in the play materials for the children

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

### How effective is the nursery education?

Children's progress towards the early learning goals is very good. Children are interested and excited to learn. They are confident and express themselves well. Children have many opportunities to be independent. They listen attentively to stories and enjoy factual and fictional books. Some children can write clear recognisable letters. Children have many opportunities for counting, some children using number to solve problems. Children move confidently using large and small equipment with skill. Children are creative in play and art.

The teaching is very good. A good knowledge of the early learning goals and how children learn forms a sound basis for the planning and provision of the activities. Good knowledge of the children enables the staff to extend an activity to challenge the more able child. The use of time and resources results in a smooth running session, with children supervised and busy at all times.

Leadership and management of the pre-school is very good. The playleader is respected and supported by her staff. She arranges staff meetings to develop the ideas of all the staff, ensures planning is consistent encourages training. The pre-school is aware of its strengths and where it would like to improve. The pre-school evaluates its provision to ensure children are learning and is committed to continual improvement of what can be offered.

The partnership with parents is very good. Parents receive very good information about the pre-school covering the early learning goals, and the policies and procedures. Information includes a copy of the summary of the most recent Ofsted report. The notice board is informative with clear information about the topics and photos of the staff with their qualifications. Parents meet with key workers to review children's progress and to add their own comments to the assessment records. Parents talk to staff in a relaxed and confident way on a daily basis about their children.

### What is being done well?

- Children are confident and express themselves clearly. They play well together, taking turns and sharing. They have many opportunities to be independent.
- Children have opportunities for physical play in every session, often outdoors, using wheeled toys and nearby adventure play equipment.
- Children have many opportunities for using number during their play, some children can add on and take away confidently.
- The management of staff time, play materials and the play space is well planned, so the session runs smoothly and children are involved in activities

throughout the session.

- Parents talk in a relaxed and confident manner with staff about their children on a daily basis.

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

- Encouragement by all staff for children to attempt to write their own name on their work.

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

The improvement since the last inspection is very good. Planning and assessment has been organised more effectively to ensure all six early learning goals are covered in the activities provided. Staff confidence and skills have been improved to improve the management of whole group sessions. Physical play is now included in each session.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotional development is very good. Children are interested and excited to learn. They are confident and speak well in whole group times. They express their own needs clearly. They play well together, taking turns and asking appropriately for play materials. Children behave well, willingly joining in the routines and expectations of the pre-school session. They have many opportunities to be independent.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in communication, language and literacy is very good. Children talk with confidence. They listen to stories, join in songs and rhymes with pleasure. They link sounds to letters and to familiar objects brought from home. They look at factual and fiction books with enjoyment. Children understand that writing is different to drawing. Some children write clear recognisable letters. Staff do not always encourage children to try to write their name on their work.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's progress in mathematical development is very good. Children have many opportunities for counting, which they do with confidence. Numbers are used to solve problems such as not enough or too many. Some children know how to add on one more and take one away. Children enjoy activities to develop links between numbers and numerals. They are developing assurance in naming shapes, and using positional language to describe patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. Children have opportunities to explore and investigate a wide range of objects and materials. They learn about the changes in the world around them, the seasons, and cycle of life. They use the computer mouse and the audio equipment to listen to tapes with skill. They develop a sense of time and place through visits and visitors. They have opportunities to learn about the food, dress and way of life of other cultures.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. Children move confidently and safely around the play space. They pedal and climb well, and move through the tunnel and over bars with success. They have good control of tools and materials such as scissors and glue. They are developing a good awareness of healthy living and the effect of activity on their bodies.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children's progress in creative development is very good. Children explore materials in their creative play. They use dough, paint in various ways to explore effects. They sing and dance and enjoy music of many kinds and have opportunities to make music. They use their imagination well in role play, and with smaller activities such as cars, trains and representational toys. The role play corner has been used as an office, become the north pole and an area for animals to hibernate.</p>	

**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:*

- Point for consideration.
- Ensure all staff encourage children to attempt to write their own name on their work.

*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.*