



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 139479

DfES Number: 584850

INSPECTION DETAILS

Inspection Date 20/05/2003
Inspector Name Glynis Bath

SETTING DETAILS

Setting Name St Matthias Church Pre-School
Setting Address Babbacombe Road
Torquay
Devon
TQ1 1HW

REGISTERED PROVIDER DETAILS

Name Mrs Fiona Van Kroonenburg

ORGANISATION DETAILS

Name
Address

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

Established in 1997, St Matthias Pre-school is set in the heart of Torquay in Devon, and is managed by a committee made up of representatives from the church and local schools. The pre-school follows a Christian ethos. Parental representation on the committee is welcomed. The setting is open every morning in term time and is registered to provide care for up to 20 children aged from three to four years of age. At present there are 23 children enrolled, including 21 in receipt of funding, 11 of whom are three-years-old and 10 of whom are four-years-old. Children attend mostly from the nearby surrounding area and most go on to attend one of the two nearby schools. The group supports children who have English as an additional language. There are no children currently attending who have special educational needs. There are many groups who use the rooms in the church complex but during a session the group has the sole use of The Pine Room. They have the use of secure outside play space. There are four members of staff who support the provision, two of whom have appropriate childcare qualifications at NVQ levels 2 and 3. The group receives the support of the Foundation Stage Advisory Teacher from the Torbay Early Years Development and Childcare Partnership.

How good is the Day Care?

St Matthias Church Pre-school provides satisfactory care for children. The premises offer a welcoming, clean and well-maintained environment and there are comprehensive policies and procedures to support the management of the provision in line with the National Standards. There is a committed team of staff and volunteers, however staff development and review procedures are limited. Staff actively promote health and hygiene with the children, and they work well with parents to encourage healthy snacks. Safety checks and fire drills are carried out regularly and there is a clear procedure in place for lost/uncollected children. However some Health and Safety procedures are in need of review. The consistent team of staff plan and provide a balanced range of activities to support all areas of children's development, but more effective use could be made of observations to record and plan for further progress. There is a good supply of toys and equipment to support activities, well-presented by the staff, in particular the book collection and

physical activity equipment. The group make good use of visiting speakers to extend the children's knowledge and understanding of a planned theme. The group aims to ensure that all children are valued and included they have experience of supporting a child with special needs, although staff awareness of special needs is currently limited. Staff are committed to improving behaviour and use a consistent approach which encourages and rewards good behaviour. However the organisation of staff and activities is not always consistent with effective behaviour management. Parents are welcomed by the group, and they work together with staff to help children settle in and develop confidence. There are informal opportunities to talk to staff, and to help with activities, or to join the committee if wished. A parents booklet is provided, and there are plans to update this to include more information about the group.

What has improved since the last inspection?

There were no actions raised at the previous inspection.

What is being done well?

Staff plan and provide an interesting range of activities to extend the children's knowledge and understanding e.g. they make good use of visiting speakers, integrated into a planned theme (Standard 3). The premises are welcoming, clean and well-maintained, with plenty of space for a range of activities (Standard 4) There is good supply of toys and equipment, which are effectively presented by staff to provide a well-balanced range of activities; in particular the book collection and physical activity equipment.(Standard 5) Staff work well with parents to meet children's needs and promote their well-being e.g. by encouraging healthy snacks. They are welcomed either for informal discussion, or to stay during sessions, and they work together with staff to help children settle in and develop confidence.(Standard 12)

What needs to be improved?

staff development and review systems, including training needs in special needs and for an additional First Aider (Standards 2,7). the record of people in attendance at sessions, including visitors (Standard 2) the deployment of staff to support children's activities and behaviour management. (Standards 3, 11) the use of observations to record and plan for children's further development (Standard 3). the implementation of Health and Safety procedures including effectiveness of door mat alarm system, detail in records of accidents and incidents, records of administration of medication, and reviewing contents of First Aid box. (Standards 6,7)

Outcome of the inspection

Satisfactory

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown		
Std	Action	Date

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
2	introduce a staff development and review system, including training in special needs and First Aid (Standards 2, 7)
2	ensure that the record of people present during sessions is accurately maintained (Standard 2)
3	review the deployment of staff to improve support for children's activities and behaviour management (Standards 3, 11)
3	improve the use of observations to record and plan for children's further progress and development (Standard 3)
6	review the implementation of Health and Safety procedures including the effectiveness of the door mat alarm, records kept, and checks of contents of First Aid box (Standards 6,7)

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

How effective is the nursery education?

St Matthias Pre-school offers good quality pre-school education where children enjoy learning through a wide range of interesting activities. Committed and consistent staff help children make generally good progress towards the early learning goals. Teaching is satisfactory with some aspects having significant areas for improvement. The staff's sound knowledge of the foundation stage enables them to plan an interesting range of activities and their skilful presentation of books and stories results in children sharing their enthusiasm. Children have good relationships with staff and each other and are generally well behaved and polite, however, staff deployment and the organisation of activities does not complement effective behaviour management. This impacts on children's progress in some areas. There is no effective system to identify special educational needs. The planning of the provision is clearly referenced to the six areas of learning but each session is not effectively evaluated therefore future planning is not fully informed. Assessments are not used to plan for children's individual progression and therefore opportunities to challenge more able children who, for example, may be ready to move on in their use and understanding of letters, are not fully utilised. A new assessment system is soon to be implemented. Leadership and management is generally good with more attention needing to be given to ensuring that staff have all the support they need to bring about improvements. Partnership with parents is generally good. They are welcomed and are able to have informal discussions with staff whenever they wish. However they have no opportunity at present to view, or contribute to, the assessment system.

What is being done well?

Children's enjoyment of books and stories. This is given very good support. A warm welcome is extended to parents. A good variety of exciting activities promote children's physical development. Good use is made of appropriate technology to support children's learning. Children are confident and able to share well.

What needs to be improved?

use of assistant's time to ensure that all children can be well supported throughout the session. This includes behaviour management and the organisation of activities. the provision for children with special educational needs by the appropriate identification and support of a special needs co-ordinator within the setting. All staff should have an awareness of the Code of Practice. planning for children's individual progression and making this information available to parents. the use of time to ensure that all staff have adequate opportunities to plan, evaluate and assess the educational provision.

What has improved since the last inspection?

The setting has made limited improvement since the last inspection. A clear action plan has been produced identifying the actions to be taken. Good use is now made of technology and appropriate emphasis is given to mathematical development. The procedure for supporting children with special needs still needs attention as there is currently no trained co-ordinator within the setting. Plans are not thoroughly evaluated and although a new assessment system is about to be implemented, assessments are not yet linked to planning for children's individual progression.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
<p>Children make generally good progress in personal, social and emotional development. They have many worthwhile activities that they enjoy. Children become interested and involved in their play which underpins their learning in other areas. They are supremely confident, are polite and generally well behaved. However bouts of boisterous and very noisy play impacts on the comfort of some making it harder for them to concentrate. There are lost opportunities to develop social skills at snack time.</p>	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
<p>Children make generally good progress in communication, language and literacy. They use and enjoy books, handling them appropriately and know that print carries meaning. Valuable opportunities are provided daily for children to make marks, write and handle writing implements. These are appropriately sized for younger children who enjoy making their attempts. Children are encouraged to recognise letters by shape and sound but they do not explore their names much. They effectively explore rhyme.</p>	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
<p>Children's progress in mathematical development is generally good. They confidently count items and are able to understand that a number gets greater if you add more. Children are able to describe mathematical concepts of shape, space and position. However, staff do not take every advantage to help children to consolidate their mathematical learning through everyday play activities.</p>	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
<p>Children's progress in knowledge and understanding of the world is generally good. Good use is made of appropriate technology to extend children's learning. Staff make thoughtful use of available resources and expertise to enrich children's learning in this area. Children explore the features of living things and learn about growth and change most effectively, becoming quite expert in their knowledge of mini beasts. However, children's awareness of cultural diversity is not fully extended.</p>	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
<p>Children make generally good progress in physical development. They enjoy a variety of challenging and enjoyable games and activities, such as using a parachute and the climbing frame to develop their large muscles. Small muscles are effectively developed by the use of tools such as pencils, construction toys and dough cutters. However, some children become a little over exuberant in their play which impacts</p>	

on the concentration of others.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in creative development. Children enjoy imaginative painting techniques, such as bubble painting and are enabled to freely paint and enjoy colour and texture. Children are encouraged to look closely at shapes and form and to describe what they can see and feel. Worthwhile opportunities are provided for the children to develop their imaginations and enjoy role play, music and dance although boisterous role play may become disruptive.

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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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

Ensure there is a named and trained SENCO within the setting and that all staff are familiar with the Code of Practice. Ensure that sufficient emphasis is given to planning, evaluation and assessment. Use assessments to plan for children's individual progression and share this information with parents. Improve the use of time and the organisation of activities to ensure that children are all adequately supported and their behaviour well managed.

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.