



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 124999

DfES Number: 515480

### INSPECTION DETAILS

Inspection Date 09/07/2003  
Inspector Name Elizabeth Ellen Mackey

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Magdalene Pre-School Playgroup  
Setting Address St Mary Magdalene Church  
Canning Road  
Croydon  
Surrey  
CR0 6QD

### REGISTERED PROVIDER DETAILS

Name The Committee of St. Mary Magdalene Parochial Church  
Council

### ORGANISATION DETAILS

Name St. Mary Magdalene Parochial Church Council  
Address Magdalene Centre  
Canning Road  
Croydon  
Surrey  
CR0 6QD

## 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

Magdalene Preschool opened in 1992. It operates from a spacious hall in Addiscombe, and is run on behalf of the Parochial Church Council for St Mary Magdalene with St Martin.

The children who attend the preschool are from the local area.

There are currently 71 children on roll between the ages of two and five years. This includes 36 three year olds and 15 four year olds in receipt of nursery funding.

Five of the funded children have English as an additional language.

The group work closely with other professions involved in the identification and assessment of children with special needs.

The group opens between 09.30 and - 12.00, Monday to Friday and from 13.25 and 14.55 on Mondays and Fridays during the term time.

Eleven staff work with the children, of whom five have an early years qualification.

Seven staff are currently undertaking an N.V.Q. in childcare. The Manager and Deputy Manager both hold The Diploma in Pre-school Practice. The setting receives support from the Early Years Partnership and the Pre School Learning Alliance.

### How good is the Day Care?

Magdalene Preschool provides good quality care for children aged from 2 years to 5 years.

The group is situated in a bright, spacious and welcoming hall, situated within the grounds of St Mary Magdalene Church. The group have access to a large mainly grassed play area that is accessed directly from the hall.

The planning of activities are detailed and take account of the individual needs of each child. Resources are well organised, well maintained and used creatively and are accessed by the children easily.

The children are occupied, and engage in a good range of activities and a keyworker system is used within the group.

The group operates generally as a whole, but children are grouped according to age for specific times during the session.

The children benefit from the balance of both groups and can move freely from one activity to another.

The structure of the session and routine maximises the children's learning opportunities.

The leadership and management of staff is good. Staff are well organised and deployed in a way which adequately supports the children.

Commitment to enhancing practice through training is evident within the whole staff team. Staff relate well with the children and are responsive to their needs. Children are given consistent and appropriate boundaries to which they respond to positively.

The children are closely supervised and all aspects of health and safety are satisfactory.

Four staff have an up to date first aid certificate.

Children with special needs and who have English as an additional language are very well supported in the group.

Partnership with parent's works well and parents are satisfied with the care their child receives. There are opportunities for parents to be involved in the group, however the system for keeping parents informed of their child's development could be improved.

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

At last years inspection the toilet facilities were shared during session times, this has now been changed and the Preschool have sole use.

Actions agreed at last years inspection in relation to the groups registration system; risk assessment; record of physical intervention; operational plan and procedures for ensuring unvetted persons do not have sole access to children have been met. A further action was set regarding the safety of children in the outdoor play area, due to low fences. This was initially met through deployment of staff at key points and supervision, but now new fences have been installed, improving the safety and enjoyment of the children outside.

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

- The leadership and the teamwork in the group is effective. As a result staff are supported through supervision and training and work well together (Standard 2).
- Deployment of staff is planned and organised to support the children in their learning. The staff interact positively with the children and are knowledgeable about their development and progress. (Standard 2)
- Activities are well planned and take account of children's individual needs. The environment is stimulating and rich in resources which makes the children interested in what is available (Standard 3).
- There is a strong emphasis on partnership with parents; they are welcomed into the setting and are given opportunities to be involved in the group (Standard 12).
- Staff give high priority to children's safety both inside and outside the premises (Standard 6).
- Children with special educational needs and children who have English as an additional language are very well supported in the group (Standards 9 and 10).
- Staff monitor the children's progress closely, and work in partnership with parents and other professionals.
- The children are settled and demonstrate a sense of belonging to the group. (Standard 10)

### **An aspect of outstanding practice:**

The staff and parents have worked together to improve the communication, where English is an additional language for some families. This has been achieved through a sharing of knowledge and a commitment to equality. Parents and staff are currently providing general information about the pre-school in different languages in both written and audio format. The audio tape also includes a children's story. (Standard 9)

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

- the hygiene procedures during snack time (standard 7);
- the arrangements for sharing information with parent's about their child's development (standard 12).

### **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	encourage good hygiene procedures for children at snack times
12	review and improve the system for keeping parent's updated regarding their child's progress

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

### How effective is the nursery education?

Magdalene Pre-School Playgroup offers very good quality nursery education where children enjoy learning through effective planning and a wide range of activities.

Effective teaching helps children make very good progress toward the early learning goals. Children with Special Educational Needs are fully supported within the setting. The programme for children that speak English as an additional language is very good. Staff's knowledge of the early learning goals and stepping stones allows them to plan and deliver a good range of practical activities. Children have access to a rich selection of natural and more conventional materials. Good use is made of observations to plan for children's next stage of learning.

Parents would like more opportunities to discuss their children's progress.

Staff have high expectations of children and manage their behaviour well. The well-organised environment allows maximum use of the available indoor and outdoor space. The atmosphere is calm and conducive to learning.

Leadership and management are very good. Staff work effectively as a team and feel valued.

The partnership with parents is very good. Parents receive good quality written information about the curriculum. In addition they can access information from the notice board.

Parents are invited to discuss their children's learning plans. Parents who speak English as an additional are encouraged to contribute to the curriculum.

### What is being done well?

- Children are confident and eager to explore and participate in activities.
- Staff have a good knowledge of the early learning goals and stepping stones.
- Practical opportunities are provided to support children's understanding of mathematical concepts.
- Staff have high expectations of children's behaviour and provide good direction. Children are well behaved within the group.
- The programme for children with English as an additional language and Special Educational Needs is fostered well.

### What needs to be improved?

- provide more opportunity for parents to discuss their child/ren's progress

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

The Pre-school has made very good improvements since the last inspection. Staff have attended training in the early learning goals.

The programme for children with English as an additional language is very good. The group have sought support from a specialist teacher and the contributions have been made by parents.

The deployment of staff and their input in planning allows them to fully support children's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are keen learners and play enthusiastically at their chosen activities. Relationships with peers and staff are very good and children have a good understanding of the routines within the pre-school. Staff are good role models and children's behaviour is positive. Children are encouraged to bring items to put on the interest table and staff engage the children in lively conversation about the objects brought in.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

There are lots of opportunities for children to express their views. Children show great enthusiasm when looking at books independently or listening to stories in large groups. Books and signs are printed in a variety of languages and there good resources and opportunitites for children to identify and explore the sounds of letters in the spoken word.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The ability to recognise and match shapes and colours is well established and counting up ten is achieved. Staff make good use of the daily routine to extend children's mathematical developemnt through hands on experiences where they use mathematical language to problem solve.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have access to a good selection of resources. They are able to chart the life cycle of plants and animals and recognise the effects the seasons have on the environment. Children use IT and programmable items independently and participate in the celebration of festivals from around the world.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are confident movers, they are able to stop suddenly when running fast, climb large playground equipment and complete short obstacle course with precision. They have a good understanding of personal care and are aware of the effects of the sun and necessary skin protection when playing outdoors.



**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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There are excellent opportunities for children to explore colours, most know their primary colours and some know the secondary colours. Staff provide lots of opportunities for children to manipulate a range of malleable materials to create their own models. Music is a regular feature of the curriculum and children sing, dance and play a variety of musical instruments with much excitement.

**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:*

- Consider the opportunities available for parents to discuss their child/ren's progress.

*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.*