



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN EY290992**

**DfES Number: 521825**

### **INSPECTION DETAILS**

Inspection Date	13/01/2005
Inspector Name	Greg Wolff

### **SETTING DETAILS**

Day Care Type	Full Day Care
Setting Name	St Mary's Pre-School
Setting Address	St Johns Hall St Johns Way Corringham Essex SS17 7HA

### **REGISTERED PROVIDER DETAILS**

Name	Mrs Jacqueline Sloman
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## 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 is a privately owned pre school that opened in 2004. It operates from a hall attached to St. John's church in Corringham. A maximum of 26 children may attend the nursery at any one time. The pre school is open each weekday from 09:00 to 11:30 and on Mondays and Tuesdays from 12:00 to 14:30 for 50 weeks of the year. All the children share access to a secure enclosed outdoor play area.

There are currently 54 children aged under 5 years on roll. Of these, 41 children receive funding for nursery education. Children come mainly from the local community.

The pre school employs 12 staff. Five of the staff, including the manager, hold appropriate early years qualifications. Three staff are working towards a qualification.

### How good is the Day Care?

St Mary's Pre School provides good care for children.

The organisation of the setting is mostly good and the operational plan is effectively implemented by the staff. However, thought must be given to the use of time while staff clear up the hall. The site is used well and the children and parents are made to feel welcome. The setting is visually reflective of an equal opportunities environment. Appropriate toys and equipment are in good supply throughout. Documentation required for children's details is in good order, though parents must sign their consent for staff to seek emergency medical advice or treatment if required.

The children are kept safe and secure on the site, though access to the radiators must be limited. There is a written risk assessment in place and staff are vigilant in the supervision of the children. However, the register must show the time of arrival and departure of staff and children daily. There are good procedures for staff to follow in case of an emergency. There are appropriate hygiene procedures in place

and staff are fully aware of children's medical needs. The staff interact effectively with the children and get to know them as individuals. Staff are aware of their responsibilities with regards to protecting children.

There is a full range of activities on offer which are fun and stimulating. The staff take steps to ensure that all children are valued and respected and that they have equal access to the activities. The staff effectively use positive methods to manage the children's behaviour, which is good. Snacks are healthy and drinks are made available to all children.

The staff create a warm and inviting environment for parents and children alike. Parents are kept informed about their children's activities through daily verbal feedback and diaries and staff are always available to speak to parents. However, copies of policies and procedures should be given to all new parents.

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

This is the setting's first inspection.

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

- The staff use a lot of praise and encouragement during the course of the sessions to promote good behaviour and help teach children right from wrong. This is reflected in the children's behaviour and the way they relate to staff and visitors to the club.
- Staff provide a wide range of activities which support the children's learning through play.
- The staff organise the premises effectively to ensure that the needs of all children are met during sessions.
- The setting is well furnished and resourced with equipment and play resources which are appropriate to the age of the children attending.

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

- the procedure for completing the daily register
- the organisation of the time staff spend clearing up the hall
- the obtaining of all required signatures of consent
- reduction of hazards on the premises relating to the radiators
- parental access to policies and procedures.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.
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<b>Outcome of the inspection</b>
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Good
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<b>CONDITIONS OF REGISTRATION</b>
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<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>
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<b>WHAT NEEDS TO BE DONE NEXT?</b>
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<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>
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Std	Recommendation
2	Ensure that the register shows times of arrival and departure of children and staff daily.
2	Organise the time spent clearing up the hall to ensure that children are kept suitably occupied.
6	Ensure that all parents sign their consent for staff to seek emergency medical advice or treatment if required.
6	Ensure that children do not have access to hot radiators in the hall.
12	Ensure that parents have access to copies of all relevant policies and procedures.

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

### How effective is the nursery education?

The provision for nursery education at St Mary's Pre-School is generally good. Children make generally good progress towards the early learning goals in personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and creative development and very good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a developing understanding of the Foundation Stage. They use long, medium and short term plans to ensure a range of purposeful activities are available to promote children's learning towards the early learning goals. Staff make regular observations of the children and get to know them well. They use this information to inform the short term planning. This ensures children are well supported. However, children could be encouraged to work independently of them.

Staff create an interesting, comfortable learning environment where children know the routines well. Staff and children develop warm and friendly relationships. Children's behaviour is good and they are helpful and co-operative. Staff interact meaningfully with the children both individually and in group situations.

Leadership and management is generally good. The owner demonstrates an understanding of her responsibilities and she liaises regularly with the staff. There is a commitment to training that has a positive effect on the educational programme. The staff are a cohesive team and work effectively together. They have designated roles of responsibility within the pre-school and are active in reviewing their own practice.

The partnership with parents is very good. Parents have access to information about how the children learn within the setting through the prospectus, newsletters, displays and individual diaries. Parents are encouraged to be active in supporting the playgroup's work and extending their child's learning and progress both in the setting and at home.

### What is being done well?

- Staff actively promote children's self esteem and sense of belonging to the pre-school community. Children's work is displayed appropriately around the hall and this demonstrates to the children that their efforts are valued. Work that is not displayed is sent home daily. Staff regularly praise and encourage the children, whose behaviour is good.
- Staff provide a range of resources to help children to understand and enjoy stories. In particular, the use of puppets and large books enables children to share their experiences of stories and to develop plots and scenes of their own.

- Staff provide a range of resources and opportunities for children to say and use number names in a variety of contexts. They plan activities to include the use of numbers and also use spontaneous group activities to support children's learning.
- Staff actively encourage parents and carers to take part in pre-school activities within the setting. They use visitors to enhance the children's experience of pre-school life and to support the work which they are doing with the children.

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

- opportunities for children to develop independence
- opportunities for children to use writing for a variety of purposes
- opportunities for children to use information and communication technology.

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

This is St Mary's Pre-School's first inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children show interest in their chosen activities and concentrate well. They are eager to try new things and have a sense of pride in their achievements. They work co-operatively together and form good relationships with their peers and adults. However, children could be encouraged to work more independently of staff. Children's behaviour is good. They show care and concern for others and the resources they use. They learn about being part of the community and the wider world.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children confidently talk about real and imaginary events as they play. They use new vocabulary they have learned in their conversations. They listen attentively to others and join in with songs and discussions appropriately. They enjoy looking at books and enthusiastically enact familiar stories using a variety of resources such as finger puppets. Children write their own names on their drawings and other work but opportunities for writing for a variety of purposes need to be developed.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count reliably during the course of routine tasks such as determining group sizes. They recognise and use number names when using books, puzzles and games. They solve simple number problems and talk about more and less. They learn and use mathematical language. They investigate 2 and 3D shapes when using a range of equipment including construction toys and junk modelling. They measure, compare and discuss height, length, weight and volume through practical, everyday activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children explore and investigate a range of natural materials such as sand and water. They have no access to a computer and few opportunities to explore how a wider range of objects work. They design and build using construction sets and recycled materials. They learn about the passage of time, look at the seasons and talk about past experiences. They examine where they live and the natural world and celebrate a variety of festivals through planned topics.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move with confidence and skill when using the range of large physical equipment available. They have a good awareness of themselves, space and others for example when they choose somewhere to sit during group activities. They learn about healthy eating at snack time or through planned themes. Children develop good motor control and hand eye co-ordination using tools such as paint brushes, scissors and pencils.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children draw, paint and make models. They mix colours and observe the results. They join in with singing sessions and have access to musical instruments, which they use to learn about rhythm and tone. They enjoy the different themes in the role play area but there are few opportunities for them to develop their own detailed imaginative play. They have little chance to express their ideas in response to activities planned to develop their senses.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **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**

- provide opportunities for children to develop and practise writing in a range of different contexts so that they become confident in forming letters and linking them to the sounds they represent
- plan and provide opportunities for children to use information and communication technology
- encourage children to work independently of staff to develop their own ideas and interact with their peers.

*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.*