



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 307180

DfES Number: 515544

INSPECTION DETAILS

Inspection Date	07/07/2003
Inspector Name	Janice Shaw

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St. George`s Pre-School
Setting Address	Buxton Road Stockport Cheshire SK2 6NX

REGISTERED PROVIDER DETAILS

Name	The Committee of St. George`s Playgroup
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ORGANISATION DETAILS

Name	St. George`s Playgroup
Address	Buxton Road Stockport Cheshire SK2 6NX

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 Georges Pre-School opened in 1982. It operates from the meeting room of the parish centre. The pre-school is situated in the Heaviley district of Stockport and serves mainly the local area.

There are currently 47 children from two to five years on roll. This includes 23 funded three year olds and 16 funded four year olds. Children attend for a variety of sessions. Four children have special needs and the group is not currently supporting any children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00am until 11:30am and 12:30pm until 15:00pm.

Three part time and two full time staff work with the children. One has an early years qualification and four staff are currently on training programmes. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

St Georges Pre-School offers children a good standard of day care where children enjoy a broad range of interesting and exciting activities available to them.

The pre-school is well equipped. Books, toys and equipment are attractive and well maintained. Resources are organised successfully into different areas so that children can find the resources they need easily and can find a quiet corner to read a book or work independently. This allows them to have control over their learning and be active learners. Displays are attractive and interesting and reflect a high level of child involvement.

All the required policies are in place and put into practise appropriately by staff. Safety is given a high priority, particularly when moving children around the school and at either end of the pre-school session.

Many positive links have been established with parents which helps keep them informed about their child's learning, attainment and progress. They receive informal feedback on a daily basis and assessment records are available. Written reports and more formal parents sessions are organised once a year. The setting serves its community well.

What has improved since the last inspection?

The pre-school has further developed the operational plan which gives parents increased information about the policies and procedures of the pre-school.

What is being done well?

- Children have many rich and stimulating activities that allow them to freely express their experiences and ideas through painting, collage and drawing.
- The quality of teaching and assessment is consistently very good. Staff commitment and enthusiasm is demonstrated in their teaching, and they ensure that learning is an enjoyable and positive experience for the children.
- The pre school policies and procedures for ensuring equality of opportunity and for supporting children with special needs are clearly reflected in practice.

What needs to be improved?

- Ensure that fresh drinking water is freely accessible to children at all times.

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
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8	Ensure that fresh drinking water is freely assessable to children.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

St Georges Pre-School offers a provision which helps children to make very good progress in the areas of personal, social and emotional development, communication, language and literacy, mathematical development and creative development. Generally good progress is made in knowledge and understanding of the world and physical development.

The quality of teaching is very good. Staff provide a warm and friendly environment where children experience many worthwhile activities which stimulates and motivates them. Good relationships are formed with the children who clearly feel secure within the setting.

Leadership and management is very good. The supervisor and her staff have created a very positive ethos. The supervisor leads by example and has a clear direction for the pre-school. Good systems are in place, which collect detailed information about the progress of individual children. This information is used to inform future planning.

There is a regular and constant dialogue with parents on a day-to-day basis, and it is clear from parents' responses that the pre-school is a much valued resource. It serves its community well and is effective in promoting partnership with parents in the best interests of the children's achievements.

What is being done well?

- The quality of teaching is consistently high and the organisation and deployment of staff is excellent. The staff have secure knowledge relating to the areas of learning and produce a balanced programme of activities that stimulates and challenges the children in their thinking and questioning.
- Personal social and emotional development is very good and an important strength. The planned programmes provide opportunities for children to be confident in their play and to form positive relationships with their friends and the staff.
- The wealth of sensory and tactile experiences provided in the areas of creative development stimulates children's imaginative and creative ideas well, and allows them to freely express ideas and to communicate their feelings

What needs to be improved?

- the range of malleable materials available to children
- the opportunities for children to develop their knowledge in all areas of

technology.

What has improved since the last inspection?

Good progress has been made on the two key issues raised following the last inspection. The setting was required to provide more opportunities in physical development for children to develop skills using large apparatus and small equipment. Devise regular and effective methods of informing parents of their children's attainments and progress on a regular basis and to encourage the parents to join in with activities.

Children now regularly have the use of a climbing frame and the large church hall for large apparatus work. Children have consistent use of a broad range of small equipment and use it skilfully. Formal arrangements are in place to inform parents of their child's progress and a newsletter informs parents of the current topics and learning objectives. Parents are encouraged to join in with activities and are active members of the management committee, but rarely take up the invitation to join in with pre-school activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children concentrate and persevere well in all areas of the setting. They have many good opportunities to develop their awareness of different views and cultures, through planned activities, posters, books and other equipment. Children are developing good turn-taking skills and are already demonstrating maturity when sharing toys or food. Children demonstrate initiative and confidence when they work independently, choosing from a range of activities and experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in this area. Children are articulate and use a good range of vocabulary to describe their ideas and experiences and to communicate to others. They clearly understand how books are organised and that they can be used as a point of reference as well as for story telling. Children's writing skills are well developed; many children can write all the letters to their name and recognise the sounds they make.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. They develop their mathematical knowledge through many well-planned activities and daily routines. Children count, sort, match, order and sequence using a variety of apparatus. All children can count to ten and beyond and have an understanding of much greater numbers. A few older children are able to do simple addition and subtractions. Children competently create patterns of three when making shopping lists and record these by drawing.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make generally good progress in this area. They are effectively developing a lively interest and natural curiosity in their own environment and in the wider world. Children are naturally curious and enjoy asking questions and finding out about life cycles of creatures and animals. Their understanding of the difference between past and present is fostered well. Children have limited opportunities to develop their knowledge in some areas of technology.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in this area. The children move around the room and large hall confidently and with awareness of others, they avoid colliding and show increasing control over their movements. Children experience pride in overcoming obstacles and coping with challenge. Most children have good manipulative skills when they cut and shape different types of dough. Opportunities for dance and music and movement encourage the children to move imaginatively and with co-ordination.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in this area. They experience a wide range of materials to express their ideas and feelings. Many different activities encourage the children to use their senses to develop creative ideas. Children explore sound through singing and playing musical instruments and by listening carefully to different sounds and noises. All children enjoy imaginative play. Children experience a limited variety of malleable materials.

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:

- increase the range of malleable materials available to children.
- increase the opportunities for children to develop their knowledge in all areas of technology.

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.