



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 402085

DfES Number: 512972

### INSPECTION DETAILS

Inspection Date 20/10/2003  
Inspector Name Anita Bartram

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name St Marys Church of England Nursery  
Setting Address St Marys Church Rooms  
High Road  
Chigwell  
Essex  
IG7 6QQ

### REGISTERED PROVIDER DETAILS

Name The Committee of St Mary's Church of England Nursery  
Committee

### ORGANISATION DETAILS

Name St Mary's Church of England Nursery Committee  
Address The Rectory, 66 High Road  
Chigwell  
Essex  
IG7 6QB

## 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 Church of England Nursery opened in 1994. It operates from one large room in the Church Rooms in Chigwell village. The nursery serves the local and wider area.

There are currently 34 children from 2 to 5 years on roll. This includes 19 funded three year olds and 8 funded four year olds. Children attend for a variety of sessions. The setting supports a small number of children who have special needs or who have English as an additional language.

The group opens five mornings a week during school term times. Sessions are from 09.15 until 12.15.

One part time and four full time staff work with the children. Half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP)

### How good is the Day Care?

St Mary's Church of England Nursery provides satisfactory care for children.

There is a very inviting atmosphere for both children and parents. Toys and activities are organised into different areas and children can access them freely. The garden is used fully in summer, this encourages children to initiate and make choices about their learning environment to best suit their individual needs. The organisation of children's learning in groups is mostly flexible although opportunities at snacktime for children to learn through everyday experiences are limited. Required documents are in place although some do not contain sufficient detail or reflect the practices of the staff.

The children are provided with a safe environment in which to play. Records are maintained to ensure that children's medical details are recorded and most of the

necessary consent forms are kept. Hygiene routines are implemented throughout the children's everyday routines. There are resources to promote positive images for children to learn about the differences and similarities between them although the range of books is not wide. The staff follow good practices to help children with special educational needs.

There is a good range of resources that offer stimulating activities for the children. An effective amount of time is allocated for children's free play and children are able to exercise choice. Staff make very good use of non-fiction books to help children begin to appreciate reference books. Overall children behave very well and the staff work consistently to manage the children's behaviour.

There is an effective partnership with parents. They are aware of the group's activities through information displayed to them. Parents voice positive comments about the nursery and find the staff approachable. Parents have good opportunities to make suggestions to the staff about the nursery.

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

At the last inspection, the provider agreed to provide an action plan detailing how the supervisor will achieve a level 3 qualification appropriate to the post. Jacqueline Nicholson is now currently completing a 'fast track' course to gain a level 3 qualification in child care.

The provider agreed to update the child protection policy to include procedures to be followed in the event of an allegation being made against a member of staff. Although a child protection policy is in place it does not include a specific statement of procedures to be followed for the individual member of staff if such an allegation was made.

The provider also agreed to ensure operational procedures are in place for outings, this is now in place along with consent forms from parents giving their permission for children to be taken out, predominantly to St Mary's church.

The provider agreed to develop the operational plan to include the grouping of children and how the continuing training needs of staff will be met. The children are now sometimes grouped separately for storytime dependant on their age or level of understanding. However, small group work for children's learning to be extended is restricted to the rising five year old children only. The staff have attended some short courses and the member of staff designated for special needs has attended relevant training.

The children are now grouped into key groups mainly for assessment purposes. All staff take joint responsibility for the children's activities and learning.

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

- The staff make non fiction books readily available. The children incidentally refer to books during their play, particularly during role play. For example,

children 'read' books whilst playing in the hospital and this extends their learning and gives them prompts and ideas to develop their play further.

- The staff prepare the nursery well before the children arrive to make a warm and inviting environment. The staff use wall displays appropriately to reflect the group's current theme of work.
- The children are able to use the garden spontaneously during the summer. They are able to extend their knowledge and skills on a larger, more active scale than is possible indoors.

### What needs to be improved?

- the organisation of resources and staff at snacktime; so that children's independence skills can be nurtured, staff can be more instrumental in helping children learn through everyday situations and children can experience more variety of healthy foods such as fruit and vegetables;
- the policies and procedures for; special needs, behaviour management, complaints, medical treatment and child protection to comply with the National Standards for under 8s Sessional care;
- the organisation of children's time to help them consolidate and extend their learning in groups that are appropriate to their ages and/ or level of understanding.

### Outcome of the inspection

Satisfactory

### 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
2	review the organisation of snack time, to nurture children's independence and mathematical skills through practical, everyday situations and consider the provision of a healthy variety of foods.
3	vary the teaching methods and materials within small group time to

	enable more children to participate in activities that extend or consolidate their individual progress in learning.
14	update the policy for; special educational needs, behaviour management, complaints, medical treatment and child protection to comply with the National Standards for under Eight's Sessional Day Care

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

### How effective is the nursery education?

Provision for nursery education at St Mary's Church of England Nursery is good. It enables children to make generally good progress towards all the early learning goals.

The quality of teaching is generally good. Staff encourage children to behave appropriately and provide consistent boundaries. They use effective teaching methods for very older children to learn without distraction, although do not include more able younger children in the same way. Staff sometimes separate different age children for stories. Staff help children to appreciate that books are good reference tools. As a result children's learning is stimulated whilst they play in situations that are fun and appropriate to their individual preferences.

Staff plan the curriculum to cover overall aspects of children's learning and the range of resources offer some challenges for different abilities. There are good opportunities for children to make choices during play. Although staff use early learning goals within children's assessments, the goals and stepping stones do not form the basis of planning and evaluation of the activities. As a result, staff do not have a secure knowledge of children's progress to plan the next steps in their learning.

The leadership and management of the nursery is generally good. The supervisor effectively leads a committed and long-standing team of staff who work well together. Staff meet regularly to discuss the provision of resources and organise the activities efficiently. There is no formal system in place to monitor and assess the provision for nursery education against the children's progress through the foundation stage.

Partnership with parents is generally good. Staff are approachable and parents are confident to offer suggestions and comments. Parents are given clear information before their child starts about the foundation stage curriculum and the group's Christian ethos. Parents are able to discuss their child's progress on an informal basis.

### What is being done well?

- Children are well behaved. They make independent choices during their play and work competently alone, in pairs or in small groups. They sit attentively during circle time and listen to staff and each other. Children are beginning to appreciate the boundaries of behaviour set by the staff.
- The staff purposefully display books around the room which are relevant to an area of learning, for example, books about being ill or seeing the doctor are placed in the hospital role play area. Children use the books during their play and are developing an appreciation that books can be used as reference

tools. Therefore, children's learning through play is being reinforced and extended, as they act out the information in books directly into their play.

- Children enjoy joining in with songs. Many have a repertoire of favourite songs and are confident to ask staff for songs within the large group. They enthusiastically participate in ring and action games and show their pleasure and excitement by jumping and skipping.
- The supervisor leads by example and encourages all the staff to be equally involved in the running of the nursery. There is a committed and long-standing team of staff who work happily and consistently together. Staff regularly discuss the effective organisation of activities and resources.

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

- the use of resources to increase children's experiences of a wider variety of tools on a more frequent basis;
- the planning and evaluation of the curriculum to provide a clearer link with the stepping stones and early learning goals;
- the attention in planning; to increase the children's awareness of print, of the sounds of letters, and of the different purposes of writing.

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

Generally good progress has been made in implementing the action plan drawn up to address the four key issues identified at the previous inspection, resulting in some improvements being made to the educational programme. The supervisor has since attended Foundation Stage training and has shared this with staff. All staff are aware of the early learning goals although the stepping stones that make up each early learning goal are not yet fully recognised within planning and assessment. The staff have begun to use active questioning to help the children's thinking and learning. The deputy supervisor has now attended special educational needs training and all staff are now much more aware of the Code of Practice (2001) for the Identification and Assessment of Special Educational Needs, although the special educational needs policy does not include the code of practice, and does not reflect the increased knowledge the staff have.

Planning does not yet identify the early learning goals or stepping stones, although staff are currently discussing a review of the planning format. The current curriculum is meeting all areas of the children's learning, however, staff do not have a secure knowledge of gaps in children's learning and where the next steps lie for each child. Staff have made very good progress in the use of books for children to reference and much evidence is seen of children incorporating books into their play. Staff have made limited progress in developing children's skills of independence at snack time. The organisation of resources and the use of staff continue to restrict the children's opportunities to pour, measure, count, calculate, cut and spread. The staff have begun to make generally good progress for children to use technology. Children are enthusiastic to use tape recorders and microphones in the home corner.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have good self-confidence and self-esteem. They keenly talk about their homes and members of their family to both familiar adults and visitors. Most children are very well behaved. They move around during free play making appropriate decisions and are beginning to recognise staff expectations of behaviour. The organisation of the nursery is good, although the use of staff and resources at snack time inhibits children's experiences of independence and learning in everyday contexts.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children readily use books as reference tools. They are developing language for thinking and recount past experiences appropriately. Children enjoy singing but do not independently appreciate rhyme and alliteration. Older children recognise initial letter sounds in their name but have insufficient opportunities to extend their knowledge to other letters. Children do not frequently practice purposeful writing of lists, notes, etc, or attempt to independently write their name on paintings.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Many children are developing a good awareness of 2D shapes. They name simple shapes confidently and enjoy construction involving shape. Older children count meaningfully to 10 and beyond. Many children recognise familiar numerals particularly those of personal significance such as 3 and 4. Children enjoy helping staff count at circle time and rote count to 20 and beyond. There are missed opportunities where older children could be encouraged to count and calculate independently during play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy playing with ICT equipment. They keenly explore and operate simple equipment. Children have an emerging sense of time and place. They confidently retell stories of past and significant events in their lives. However, there are infrequent opportunities for children to extend their use of tools. As a result, they do not cut and stick etc. during free play and the limited variety of foods at snack time does not extend their use of different tools, such as knives to spread or cut.



## **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children show confidence to climb and jump. Many can throw and catch large balls. They confidently move their bodies and are developing a secure sense of space. At circle time children organise themselves effectively so all children are included. Limited opportunities of routine activities for children to use a wide variety of different tools sometimes restricts children's confidence to attempt tasks such as writing initial letter sounds, making playdough shapes and drawing familiar objects.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children enjoy singing during group time and enthusiastically participate in ring and action games. Many children meaningfully engage in role-play and purposefully organise themselves and each other. They have reasonable awareness of combining and constructing media and materials through playdough, painting and construction. However, their exploration on a larger scale is limited due to insufficient activities such as junk modelling and musical instruments not being available more often.

**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**

- improve planning and assessment to provide a clear link with the stepping stones and early learning goals;
- increase the children's awareness of print, of the sounds of letters, and of the different purposes of writing;
- increase the emphasis in planning for physical, and knowledge and understanding of the world, so children have more opportunities to use a wider selection of different tools for a greater variety of purposes.

*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.*