



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 143101

DfES Number: 581718

INSPECTION DETAILS

Inspection Date 23/02/2004
Inspector Name Bridget Copson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St. Mary's Pre-School
Setting Address Lysander Road
Yeovil
Somerset
BA20 2BU

REGISTERED PROVIDER DETAILS

Name The Committee of St Marys Pre School

ORGANISATION DETAILS

Name St Marys Pre School
Address Lysander Road
Yeovil
Somerset
BA20 2BU

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 committee run group which has been operating since the 1970s. It is situated in the main hall of the Holy Trinity Community Centre in the town of Yeovil. The premises offers use of a spacious hall with toilets, a kitchen and a store room. There is a garden to the side of the hall. The pre-school serves a wide catchment area within the town and surrounding areas.

The pre-school is registered to provide care for 26 children aged two to five years. It is open from 09:15 to 12:00 on Mondays, Tuesdays, Wednesdays and Fridays during the term time.

The pre-school is registered to receive funding for three and four year olds. There are currently 37 children on roll, of which twenty are four year olds and eight are three year olds in receipt of funding. There are children attending with special educational needs and children with English as an additional language. They receive support and guidance from the Early Years Partnership.

There are five regular child care staff employed, two of whom either hold or are working towards NVQ level three and one of whom holds an NVQ level two certificate. They are supported by relief staff and volunteers.

How good is the Day Care?

St Mary's Pre-school offers good quality care for children.

The team of staff offer a warm and welcoming environment to parents and children within a clean, well maintained premises. They make good use of adults and resources to ensure children receive a well organised, smoothly run session in accordance with their operational plan. Space is used well to ensure children have room to play freely and to encourage some independence when appropriate. The staff have a good understanding of safety issues and regularly review their safety arrangements. They supervise the children well to ensure they are safe and secure at all times. Good health and hygiene is promoted well in all areas.

The children are happy and settled. They enjoy a good balance of interesting play provision and activities to promote most areas of development and learning. Resources are stored to encourage children to access things independently. The staff dedicate their time to offering the children positive interaction and support in their play. The staff manage children's behaviour consistently and well, offering lots of encouragement and praise. They include and value all children equally, ensuring suitable arrangements are in place to meet the needs of all children.

The parents are provided with good quality information about the provision. They are kept well informed about their children's progress. All documentation is up to date and easily accessible with confidentiality maintained in most areas of the provision.

What has improved since the last inspection?

At the last inspection the pre-school agreed to produce and implement written policies for lost or uncollected children, for the administration of medication and for no smoking. They agreed to make electric sockets in areas accessible to children safe. They agreed to obtain written permission from parents to seek emergency medical advice or treatment. They agreed to keep written records, signed by parents of medicines given to children and to record incidents appropriately.

The pre-school have produced and implemented the agreed policies. They have covered electric sockets with safety covers. They have obtained written permission from parents to seek emergency medical advice or treatment. They keep written records, signed by parents of medicines given to children and record incidents appropriately in a confidential book.

What is being done well?

- The pre-school makes good use of staff, space and resources to ensure children receive a well organised, smoothly run session in accordance with their operational plan.
- The children are happy and settled, enjoying a good balance of interesting play provision and activities which they can access independently. The staff dedicate their time to offering the children positive interaction and support in their play.
- The staff offer a warm and welcoming environment to parents and children within a clean, well maintained premises.
- The staff have a good understanding of safety issues and regularly review their safety arrangements. They supervise the children well to ensure they are safe and secure at all times.
- The staff manage children's behaviour consistently and well, offering lots of encouragement and praise.
- They include and value all children equally, ensuring suitable arrangements are in place to meet the needs of all children.

An aspect of outstanding practice:

The staff offer a warm and welcoming environment to parents and children within a clean, well maintained premises.

What needs to be improved?

- Confidentiality of all records relating to children.

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
12	Ensure that confidentiality is maintained with all records relating to children.

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

How effective is the nursery education?

St Mary's Pre-school offers good quality provision helping children make generally good progress towards the early learning goals.

Teaching is generally good. Staff apply effective teaching methods to promote children's learning. They interact with interest, listen well and promote questions and discussion. They provide interesting practical activities and experiences to bring learning to life, such as visit within the community. Staff manage behaviour consistently and well, offering children lots of encouragement and praise. They make good use of time and resources to offer well organised sessions, easily accessible resources and lots of adult interaction. Staff have not developed an effective system of assessing children's progress to ensure appropriate challenges are offered.

Partnership with parents is very good. Parents are provided with good quality information about the setting and its provision available on a dedicated notice board and table. They are kept well informed about their child's progress through daily communication with staff and mid term reports linked to the six areas of learning. Staff encourage parents to get involved by informing them of future themes, special events and activities to which they can contribute. Parents support a rota to help on a practical level within the group.

Leadership and management is very good. The staff are all clear of their individual roles and responsibilities and work efficiently as a team. They are well supported by a parent committee who are actively involved. The staff and committee meet regularly to review and assess all areas of the provision and to make any appropriate changes to the benefit of the pre-school and children. The pre-school is committed to improvement. Staff have established close links with the Early Years Partnership and local schools through cluster meetings. They have established a good liaison with the neighbouring school to which most children will go.

What is being done well?

- Children are happy, interested and motivated to learn. They are confident speaking within a familiar group to contribute thoughts and answer questions.
- Children are developing a good understanding of shape, size and position. They can name different shapes and are learning to use the correct language to describe size. Using their mathematical knowledge they are learning to solve practical problems.
- Children are developing a good understanding of time and place. They talk about past and present events in their own lives and study the local environment.
- Children use their imaginations well through role play, music, art and craft. Staff interact with interest in all the activities they offer to encourage children

to express their thoughts, ideas and feelings.

- Staff apply effective teaching methods to promote children's learning. They interact with interest, listen well and promote questions and discussion. They provide interesting practical activities and experiences to bring learning to life.
- The pre-school is committed to improvement. Staff have established close links with the Early Years Partnership and local schools. They meet regularly with the committee to review and assess all areas of the provision.

What needs to be improved?

- Opportunities for children to explore a range of print in books and in the environment.
- Opportunities for children to calculate.
- Methods of assessing children's progress.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection.

The staff produce clear plans which link themed activities to the six areas of learning and the learning intentions for each. However, the staff have not yet developed a effective system of assessing children's progress to ensure appropriate challenges are offered in all the areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress. They are happy, interested and motivated to learn. They are confident speaking within a familiar group to contribute thoughts and answer questions, for example discussing weather, what they are making with play dough. The children are developing good personal independence and can access resources for themselves. They behave well and are learning to understand what is right and wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress. Their spoken language is developing well. They listen to instructions and talk freely to their peers and staff. They are learning new words through activities linked to themes and topics. The children use lots of opportunities to write and mark make in the themed home corner, at the drawing table and on art work. Children do not, however explore a range of print in books and within the pre-school environment.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress. They can count from 1 to 9 and are learning to recognise numerals. The children are developing a good understanding of shape, size and position. They can name different shapes and are learning to use the correct language to describe size. Using their mathematical knowledge they are learning to solve practical problems, such as completing puzzles, however, children are not developing an understanding of calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress. They explore and investigate different materials and objects using tools, equipment and all of their senses. They are developing a good understanding of time and place. They talk about past and present events in their own lives and look at photos of themselves involved in previous pre-school events. They study the local environment, visiting places of interest and meeting members of the community. They learn about the cultures and beliefs of others.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress. They move with confidence and co-ordination around the room and during physical play. They join in music and movement to encourage them to move with imagination. The children enjoy a good choice of large and small scale equipment indoors and outside. They work with tools and materials safely and are developing good control, for example using scissors and hole punchers with paper, knives and rollers with dough.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress. They explore the colour, texture and shape of different materials and resources including textured play dough, collage materials and everyday objects linked to activities. They use their imaginations well through role play in the themed home corners, music, art and craft. Staff interact with interest in all the activities they offer to encourage children to express their thoughts, ideas and feelings.

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 more opportunities for children to explore a range of print in books and in the environment.
- Provide opportunities for children to calculate.
- Develop an effective method of assessing children's progress to ensure appropriate challenges are offered.

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.