



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109088

DfES Number: 516049

INSPECTION DETAILS

Inspection Date	19/05/2004
Inspector Name	Nikki Whinton

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Margarets Pre School
Setting Address	c/o The Rectory, St Margaret's Centre Kenwin Close Stratton St Margaret Swindon SN3 4XF

REGISTERED PROVIDER DETAILS

Name	St Margarets Pre-school 1028825
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ORGANISATION DETAILS

Name	St Margarets Pre-school
Address	St Margaret's Centre Kenwin Close Stratton St Margaret Swindon SN3 4XF

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 Margaret's Pre-School opened in 1988. It operates from St Margaret's Community Centre in Stratton, Swindon. The setting serves the local area.

There are currently 55 children from 2 to under 5 years on roll. This includes 19 funded three-year-olds and 18 funded four-year-olds. Children attend for a variety of sessions. The group has experience of caring for children with a variety of special needs. There are currently no children attending who speak English as an additional language.

The group operates five mornings per week during school term times. Sessions are from 09.15 to 11.45 with an extended session to 12.45 on Wednesdays; also two afternoons from 12.45 to 14.45 for younger children.

Four part-time and two full-time staff work with the children. Two have early years qualifications. Three staff are currently on training programmes. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

St. Margaret's Pre-School provides good quality care for children. The playleader and her staff have suitable qualifications, training and experience. They offer premises which are secure, clean, well maintained, warm and welcoming to parents and children. Good staffing ratios are maintained. Staff are well deployed within the provision to help promote children's safety, welfare and development. They offer a wide variety of equipment and resources, although some equal opportunities resources are not easily accessible to the children.

Staff have a good understanding of safety issues within the setting and when taking children on outings. Most procedures are in place to promote children's good health and hygiene. Staff have a good understanding of the importance of healthy eating, which they encourage through the snacks and drinks provided. Staff have a

generally good understanding of their role in the protection of children.

Staff know the children well and have a good understanding of their differing needs. They acknowledge every child as an individual. Staff have valuable experience of caring for children with a variety of special needs. They have a good understanding of effective ways to manage a wide range of children's behaviour.

Staff make sure children are cared for according to their parents' wishes. They offer suitable opportunities to discuss care issues. All required regulatory documentation is easily accessible and carefully maintained.

What has improved since the last inspection?

As a result of the last inspection, the group was requested to;

- . make available in the group a record of clearances carried out on adults working in the group
- . provide an action plan detailing how training will be provided to ensure that at least 50% of staff hold a level 2 qualification
- . ensure the operational plan includes a procedure to be followed in the event of a child being lost or a parent failing to collect a child
- . put together a staff induction procedure
- . ensure food is handled hygienically during snack time
- . maintain a record of significant incidents
- . nominate a member of staff who is responsible for behaviour management.

The group have now successfully actioned all of the above requirements.

What is being done well?

- Staff know the children very well and have a good relationship with them. They value and acknowledge every child as an individual. Children are involved and interested in their play. They take part in a wide range of activities which help to support their development.
- Staff offer a good range of clean, well maintained equipment and resources. Children are able to self select from a wide variety of safe, age appropriate toys, which help to promote their learning.
- Staff have a good understanding of safety issues within the provision and when taking children on outings. Children are cared for within an environment which actively promotes their welfare and safety.
- Staff have a very good understanding of appropriate ways to promote children's positive behaviour. Children are effectively developing their

awareness of acceptable behaviour through the daily routine.

- Staff have an effective partnership with parents. Parents are kept informed about the setting and its provision. Staff ensure they look after children according to parents' individual wishes. They offer informal opportunities to discuss care issues.

What needs to be improved?

- the staff's knowledge of the correct child protection procedures to be followed if they have concerns about a child
- the documentation, to ensure written parental permission is obtained for the seeking of any future emergency medical advice or treatment
- the children's access to resources reflecting positive images of gender and disability.

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	Request written permission from parents for seeking emergency medical advice or treatment.
9	Ensure children have access to toys and resources reflecting positive images of gender and disability.
13	Ensure staff have a good understanding of the child protection procedures to be followed if they are concerned about a child's welfare.

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

How effective is the nursery education?

St. Margaret's Pre-School offers good quality provision which helps children make generally good progress towards the early learning goals.

Teaching is generally good. Staff have a generally good understanding of the foundation stage. They plan and provide an interesting, varied range of activities to help children learn through meaningful, practical play. However, they offer limited chances for children to develop their writing skills or understanding of calculation. Art activities are not always challenging or child-centred. Staff know the children well and have a good relationship with them. They ask good indirect questions to make children think, reinforce and extend their learning. However, they do not use observation and assessment effectively. Staff act as good role models and are well deployed to encourage children's learning and positive behaviour. They support children well in developing their confidence, independence and self esteem. Staff offer very good assistance to children with special educational needs.

Leadership and management are generally good. The staff and committee work very well as a team. They are committed to further developing the quality of the care and education offered to the children. The group do not effectively monitor or evaluate the quality of the nursery education. However, the setting has a good understanding of its strengths and areas for development and has suitable strategies in place to support improvement.

The partnership with parents is generally good. Parents are provided with regular, good quality information about the setting and its provision. They have informal opportunities to discuss their child's progress, although, they are not encouraged to share with staff what they know about their child to aid ongoing assessment. Parents are invited to be involved in their child's learning within the group.

What is being done well?

- Staff are enthusiastic, well motivated and act as positive role models. They know the children well and have a good relationship with them. Staff are well deployed within the setting and actively support children's developing confidence, independence and self esteem.
- Children are confident and enthusiastic. They are developing their social skills and are building positive relationships with adults and peers. Children are considerate of the needs of others and are aware of the need to share and take turns. They have good self esteem and are effectively developing their independence through the daily routine.
- Children have a good range of vocabulary which they use confidently when speaking to peers and adults. They use language well to initiate and develop

their ideas. Staff ask children good indirect questions to make them think, reinforce and extend their vocabulary and learning.

- Children love books. They have regular opportunities to share stories as part of planned whole group activities. They spontaneously self select and explore books individually or with peers and adults. Children listen attentively and enthusiastically answer questions posed by staff.
- Children enjoy using their imagination. They enthusiastically develop their own imaginative ideas during role play, using good, easily accessible resources and play materials to enhance and extend their play.

What needs to be improved?

- staff's use of observation and assessment to plan for individual children's future learning
- staff's partnership with parents, to ensure parents are encouraged to share with staff what they know about their child, as an aid to ongoing assessment
- staff's planning and provision of practical opportunities for children to practice and develop their early writing skills and increase their understanding of calculation
- staff's provision of child centred art activities and the planning of creative opportunities which offer sufficient challenge to meet the needs of older and more able children.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection.

As a result of the last inspection the group was given the following key issues for action;

. provide increased opportunities for children, particularly four-year-olds to practice writing letters of their names in appropriate capital and lower case letters. Seek out support and guidance for staff in the teaching of writing and the more effective use of resources, such as name cards.

. ensure children have the opportunity to explore and select materials and equipment to express their ideas and use their imagination. Extend children's easy access to the good available resources.

. further develop planning to show how individuals and groups can be supported and ensure teaching is matched to what children need to do next. Organise groupings for learning and ensure children need not sit for long periods between or in activities that are not appropriate for their stage of development.

Children are now able to explore and select equipment and resources for themselves. They have the opportunity to practice their early writing skills, using

suitable prompts, at a free writing table, which is available at every session. Staff organise the timing of the sessions effectively to ensure children are kept involved and well occupied.

However, children have limited chances to practice their emergent writing skills whilst involved in practical play activities. Staff do not use observations and assessments appropriately to plan for individual children's future learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, enthusiastic and eager to explore the wide variety of activities available. Children are developing their independence and have good self esteem. They are forming positive relationships with peers and staff. They are developing their social skills, are considerate of the needs of others, and aware of the need to share and take turns. Children behave well and are effectively developing their understanding of appropriate behaviour through the daily routine.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have a good range of vocabulary. They use language confidently when speaking to adults and peers. Children are developing their understanding of letter sounds and how to link sounds and letters. Children love books. They enthusiastically share books spontaneously with peers and adults and enjoy taking part in whole group story time sessions. However, children have few chances to practice or develop their early writing skills whilst taking part in practical, meaningful activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count regularly whilst taking part in planned and spontaneous activities. They are developing their awareness and recognition of numbers as labels through good practical activities, such as playing hopscotch. Children are able to confidently recognise and name shapes. However, children have few chances to solve simple mathematical problems or develop their understanding of calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing their understanding of the local environment and are finding out more about the area in which they live. They regularly discuss significant past and present events in their lives. They enjoy building and constructing to their own design, using a range of materials. Children are increasing their awareness of various cultures and beliefs through meaningful activities. However, children have few chances to use information and communication technology to support their play.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use a wide range of equipment, tools and materials safely, with developing control and co-ordination. They are effectively increasing their awareness of healthy eating and good hygiene practices through the daily routine. However, children have limited opportunities to take part in planned physical play activities to help promote their large muscle development.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children regularly explore colour, texture, shape, form and space in two and three dimensions. Children enjoy using their imagination to develop their ideas, particularly during role play. They are involved in stimulating activities to develop their awareness of music, explore sounds and investigate musical instruments. However, children have few chances to take part in child-centred art activities or to experience opportunities which offer sufficient challenge for older and more able children.	
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

- develop the assessment programme, to ensure observations and assessments are used effectively to plan for individual children's future learning
- improve the group's partnership with parents, so that parents are encouraged to share with staff what they know about their child, to aid ongoing assessment
- plan and provide activities for children to practice and develop their early writing skills and improve opportunities for children to increase their understanding of calculation.

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.