



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 119526

DfES Number: 523336

### INSPECTION DETAILS

Inspection Date	26/01/2005
Inspector Name	Janette Elaina Langford

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Michael and All Angels Pre School
Setting Address	St. Michael & All Angels Playgroup 62 Leigh Road Leigh-on-Sea Essex SS9 1LF

### REGISTERED PROVIDER DETAILS

Name	The Committee of St Michael & All Angels Pre-school
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### ORGANISATION DETAILS

Name	St Michael & All Angels Pre-school
Address	St. Michael & All Angels Playgroup 62 Leigh Road Leigh-on-Sea Essex SS9 1LF

## 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 Michael and All Angels Pre-school is run by St Michael and All Angels Pre-school Committee. It opened in 1987 and operates from a large hall and smaller room in a church premises in Leigh on Sea. A maximum of 31 children may attend the setting at any one time. The group opens five days a week during school term times. Sessions are from 09:00 until 11:45 and 12:45 until 15:15 Monday to Friday with the exception of Thursday afternoons when the pre-school is closed.

There are currently 59 children from two to under five years on roll. Of these 43 children receive funding for nursery education. Children mainly come from a local catchment area. The setting currently supports a number of children with special needs, and also supports a number of children who speak English as an additional language.

The setting employs eleven staff. Four of the staff, including the manager hold appropriate early years qualifications. Two staff are currently working towards a qualification.

### How good is the Day Care?

St Michael and All Angels Pre-school provides good care for children.

The setting continues to work towards half their staff gaining level two or three qualifications. The committee is aware that Ofsted need to be informed of the names of the new committee. Space and resources are organised to meet the children's needs effectively. The premises offers adequate space for children, is well maintained and welcoming. Sufficient equipment is provided helping to create an accessible and stimulating environment for children. Records are well kept.

Positive steps are taken to promote safety within the setting. Risk assessments are carried out daily and formally every 6 months. Visitors read the fire evacuation procedures on entering the premises. Staff have good procedures for promoting the health of children, taking positive steps to prevent the spread of infection. Medicines

are stored safely. Children are provided with regular drinks and healthy foods. There are clear child protection procedures and staff, visitors and parents are made aware of them.

A stimulating range and balance of activities are planned to help children make progress in all areas of their development. The premises offers space and apparatus for children to practise their physical skills at every session. The environment and resources reflect equality of opportunity and children are learning to respect our similarities and differences. Staff understand the needs of individual children in the setting providing individual play plans for those who require extra help. Staff expect good behaviour from children and remind them of the boundaries. Children in turn respect those simple rules and remind each other about them.

Staff work closely in partnership with parents ensuring that there is sufficient relevant information available about the setting. Parents are offered a warm and welcoming environment and their welcome pack includes all the relevant policies and procedures.

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

At the last inspection the setting was asked to ensure the outside play area is secure, this was addressed.

The setting agreed to make available to parents a written statement that provides details of the procedure to be followed in the event of a complaint being made. This has been written.

The setting agreed to ensure that the nominated person is vetted. This has been done.

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

- Staff promote safety within the setting and have provided measures such as door guards to protect children's fingers.
- Children are offered a range of snacks which includes fresh fruit. Drinks are always available for children to pour themselves.
- Staff have individual roles and responsibilities which they take pride in and become competent. They work well together as a team to facilitate the smooth running of the session.

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

- the procedures for checking the committee members

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last**

<b>inspection or 1st April 2004 whichever is later.)</b>
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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
1	Ensure the incoming committee complete the relevant forms for Ofsted and undergo the necessary checks.

## 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 Michael and All Angels Pre-school is of high quality. It enables children to make very good progress towards the early learning goals in all areas of learning.

Teaching is very good. Staff demonstrate an excellent understanding of the Foundation Stage and planning and teaching is in line with the early learning goals. Staff are familiar with what children know and identify their next steps in learning. Children are systematically taught through a series of practical activities with an appropriate balance of free play and focused activities.

Staff continually challenge children to think and let them demonstrate what they know and understand. They are enthusiastic, motivated and work confidently with children. Planning reflects the good practice and children with special needs or English as an additional language are supported well. Staff use their time and resources effectively.

Leadership and management is very good. The supervisor is highly organised, motivates the staff and delegates so that staff are aware of their responsibilities and have time to become competent in their given tasks. The supervisor monitors practice, encourages development of staff and is open to new ideas. She keeps up to date with new thinking in childcare and passes this on to the staff.

Partnership with parents is very good. Information about weekly topics, letters of the week, profiles and the key worker system is available to parents. There are reports twice a year, clear progress records and parents are invited to open days to discuss their child once a term. Parents are regularly asked to supply information about their child, which can be added to their records and there are many initiatives to encourage parents to be involved with their child's learning.

### What is being done well?

- A writing area is provided to encourage emergent writing. An interesting range of resources and tools including exercise books, different sized paper and envelopes, pens, catalogues, letter shapes and a post box are provided to inspire children's enthusiasm and imagination.
- Children are split into three groups each day for circle time, which includes a discussion about a new topic, a story and sometimes singing. This time also includes snacks and drinks, encouraging children to interact with each other and share in a small group.
- Planning incorporates new ideas and is clearly presented so that staff can see the theme, the observers, the six areas of learning with a focus on each and the key objectives. Resources, staff deployment, additions and

extensions are also included. There are separate plans for circle time, the interest table, computer use and the displays. Regular evaluations are written.

- Parents are encouraged to be involved with their child's learning by sharing story books borrowed from the group, attending 'Teach ins' via the parents' group and helping children with their key word sheets. They are encouraged to take their child to places linked to topics and helped to understand the importance of cultural and social events.

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

- the height of the PC so that it is easier for children to use.

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

The setting has made very good progress since the last inspection. Staff have developed the programme to provide a stronger focus on health and bodily awareness by planning this into the curriculum.

They provide activities which ensure the more able children build on their writing skills by the appointment of a communication, language and literacy co-ordinator who ensures the full review of practice and resources.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested in the activities provided and show enthusiasm for new experiences. They are very confident to take an active part in the session and stand up for themselves with their own views and feelings. Children have particular friends and approach staff readily, understand the boundaries of behaviour and respect the needs of others. Children are developing independence and are happy to do things for themselves.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language skilfully for a range of purposes; to interact and talk and to organise their thoughts. Interesting and lively conversations take place between the staff and children and between groups of children. They understand the links between sounds and letters and regularly practise them. Children have frequent opportunities for emergent writing in a purposeful manner and some children form letters correctly. They thoroughly enjoy stories and books.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count objects accurately and use counting for a purpose. They recognise some numerals and can match them. Children understand simple calculations using the concepts in practical situations and know how to add 'one more'. They have frequent opportunities to practice mathematical skills within the daily routines. Children learn about space, shape and measure through a range of practical free play activities, which are supported and encouraged by staff.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are curious as to how things work and what might happen next. They have definite ideas on designing and making things and are able to use them. Children are competent with the PC and appropriate programmes, using it independently, however, the screen is not at a comfortable height for some of the smaller children. Children are developing their sense of time and can recall events. They are learning about their own environment and beginning to understand about cultures and beliefs.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

There are many opportunities throughout the session for children to practise a range of physical skills using the available space and apparatus. Children are learning to balance, crawl and move in a range of imaginative ways. Children understand some healthy practices and carry them out independently. They use a range of small equipment, tools and techniques with increasing competence to develop their finer physical skills.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children explore colours, textures and use materials and resources to produce art in two or three dimensions. They thoroughly enjoy using musical instruments and experimenting with the sounds they make. Children sing familiar songs confidently and listen to different types of music. They use their imagination well, sometimes inspired by the props provided or sometimes using them to complement their own ideas.

**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:*

- There are no significant weaknesses to report but consideration should be given to the following:
- consider altering the height of the PC so that it is easier for children to use.

*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.*