



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 509277

DfES Number: 519884

### INSPECTION DETAILS

Inspection Date 12/11/2003  
Inspector Name Susan Victoria May

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name St Michaels Playgroup  
Setting Address St Michaels Hall  
Routh Lane, Tilehurst  
Reading  
Berkshire  
RG30 4NY

### REGISTERED PROVIDER DETAILS

Name The Committee of St Michaels Pre-School 1059388

### ORGANISATION DETAILS

Name St Michaels Pre-School  
Address 35 Elvaston Way  
Tilehurst  
Reading  
Berkshire  
RG30 4LX

## 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's Pre-School is located in the church hall of St. Michael's Church which is in Tilehurst. The pre-school has the use of the main hall, side rooms and a large enclosed out door area. The pre-school opened in 1965 and serves the needs of families in the surrounding area. It is in an area of little ethnic diversity and this is reflected in the intake of children.

St. Michael's pre-school accepts 30 children between the ages of rising three and five years old. There are currently 49 children on roll.

including 5 funded four year olds and 14 funded three year olds.

The pre-school is able to support children with special needs and for whom English is an additional language. The pre-school opens Monday to Friday between 9:15 am - 11:45am and offers a lunch club for 24 children from 11:45 am - 13.15 pm. It opens term time only.

Six staff work directly with the children , five of whom hold appropriate qualifications in childcare. Three staff are in the process of furthering this training. A member of staff is employed for setting up the pre-shool in the mornings.

### How good is the Day Care?

St. Michaels pre-school offers satisfactory care for children.

Staff provide a warm and welcoming environment for the children. Activities and resources available are interesting, varied and suitable for the ages of children attending. Staff make good use of the resources available to them both indoors and in the outdoor areas.

The staff work well as a team and all contribute to planning the daily activities. Effective deployment of staff ensures the children have adequate support and are safe within the building, on outings and whilst using the outside area. The group carry out regular risk assessments and have daily health and safety checks.

Evacuation procedures are practiced and reinforced regularly. Staff are aware of the importance of completing accident and medicine forms accurately and of sharing information with parents. They are well informed about child protection issues and keeping children safe.

The children respond to the positive reinforcements and expectations of staff regarding behaviour management. Staff are good role models. They provide a varied, interesting and relaxed environment and respond to the children's interests. Staff promote the welfare and development of children with special needs and English as an additional language in partnership with the parents and other relevant parties. Children enjoy the varied and exciting activities available and participate enthusiastically.

The staff have a good relationship with parents. There is an effective system for sharing information and concerns with parents. All relevant documentation is in place and is clearly and accurately completed. Most policies and procedures are in place, however parents need to be informed of the complaints procedure and regulatory body. Policies are reviewed and updated regularly.

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

Not applicable

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

- The children respond well to the staff's clear guidance and praise. They eagerly take part in planned activities, tidy away toys and behave well.
- Children are provided with opportunities to use the available space and resources both inside and outdoors to explore, investigate and enjoy play every day.
- Children relate well to the staff and each other. Staff spend time talking and playing with the children and helping them to learn. The children are very happy and settled.
- Staff take into account the children's individual needs and treat them with equal concern.
- Staff promote the welfare and development of children with special needs in partnership with the parents and other relevant parties.

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

- procedures informing parents of the details of the regulatory body where a parent has a complaint.

**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 must take the following actions by the date shown**

Std	Action	Date
14	Make available to parents a written statement that provides details of the procedure to be followed if they have a complaint that includes the name and telephone number of the regulatory body.	01/01/2004

## 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 Michaels Pre-School is acceptable and of good quality. Children are making generally good progress towards the early learning goals.

Quality of teaching is generally good with some very good aspects. Staff employ a range of strategies to help children progress through the stepping stones towards the early learning goals. Children's personal, social and emotional development is very good, children are confident, happy and secure, eager to participate in daily events. Staff plan a variety of enjoyable, stimulating activities to give children weekly opportunities to develop their skills and knowledge in all areas, however there are some missed opportunities for older children to develop and practise their writing skills. Children's knowledge and understanding of the world is very good and is developed through topic work, planned and everyday activities. Creative development is very good enabling children to extend their imagination through role play and music and express their individual ideas in art and design using a variety of materials and tools.

An assessment system is used well to assess, record and plan children's future progress. Very good systems are in place to effectively support children with special educational needs and children for whom English is an additional language. Leadership and management is very good. A caring staff team is in place who support the children in the setting. Continuing professional development is encouraged. Areas of practice are assessed, monitored and evaluated on a regular basis to maintain standards, written records are maintained. Partnership with parents and carers is very good and contributes well to the children's learning. Parents are informed about the activities and routines via a range of media including parents notice board and daily verbal exchanges. They share observations about their child with staff and regularly discuss the progress of their child.

### What is being done well?

- Staff provide very good opportunities for the children to extend their knowledge of shape, number and size through topics and everyday activities.
- Children are able to communicate well. They are articulate and confident in their interaction with staff and each other, showing consideration and respect for the speaker.
- Staff provide very good support to children with special educational needs, demonstrating a clear understanding of what each child should be achieving throughout the days activities.
- Staff effectively plan and use space and resources to develop and consolidate children's physical skills. They provide opportunities for the children to move freely and with pleasure, jumping on and off objects

correctly and safely, showing increasing control and co-ordination.

**What needs to be improved?**

- opportunities for older/more able children to develop and practise their writing skills through planned and everyday activities.

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

All actions have been addressed

There has been very good progress in implementing the action plan .

Staff follow an assessment scheme which provides them with information to record and plan the children's future development effectively.

Staff ensure parents have up to date information Parents are kept informed through newsletters, verbal information sharing and parents notice board.

Staff through activities provide more opportunities for the children to recognise their names and develop their reading skills.

New equipment to support knowledge and understanding of the world has been purchased providing children with opportunities to learn about everyday technology.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children relate well to each other and adults showing consideration and support for each other. They are confident, happy and secure, eager to participate in activities. Children respond appropriately to the clear expectations for acceptable behaviour and are familiar with the playgroups routines, for example, they line up when required and sit quietly at registration. Children are respectful and show sensitivity to others. Children's independence skills are developing well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident articulate speakers, their thinking stimulated and extended through the use of open ended questions and discussion. A range of opportunities is provided for children's early name and letter recognition, through the use of name cards and labelling. Many children can write their own name, however, some opportunities are missed for older children to develop and practise writing skills. Suitable books are available and children respect them and use them carefully.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to develop good number skills through well planned activities. Most children are able to count confidently to ten, with some being able to count to 15 and recognise some written numbers. Children use comparative and positional language and recognise and name simple shapes. Children have opportunities through topics and activities to develop mathematical ideas to solve practical problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Planned topic work give children opportunities to confidently explore and investigate. Children show an interest in their surroundings, notice changes in the weather and ask questions about what they observe. Children are able to demonstrate their developing knowledge and skills using everyday technology. Children have good opportunities to question why things happen and how things work. Through topics the children are able to develop their knowledge of the wider world.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children learn about the importance of hygiene and know why they wash their hands before eating and after using the toilet. There are opportunities for children to develop and consolidate their fine motor skills on a daily basis using pencils, pens and small scale construction. Children handle tools and malleable materials daily. Resources and space both indoors and outdoors is used well to provide opportunities for the children to move freely showing increasing control and co-ordination.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children join in enthusiastically with songs and rhymes. They are able to express their ideas freely through a range of activities such as role-play, painting, collage and movement. Displays show a wide range of mediums used by the children to explore colour and texture.

**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 opportunities for older/more able children to develop and practise their writing skills through planned and everyday activities.

*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.*