



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 122677

DfES Number: 513440

INSPECTION DETAILS

Inspection Date 24/09/2004
Inspector Name Gillian Cubitt

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Michael's Community Nursery
Setting Address The Village Hall
Dell Close, Mickleham
Dorking
Surrey
RH5 6EE

REGISTERED PROVIDER DETAILS

Name The Committee of St Michael's Community Nursery

ORGANISATION DETAILS

Name St Michael's Community Nursery
Address The Village Hall
Dell Close, Mickleham
Dorking
Surrey
RH5

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 Community Nursery is a private setting which opened in 1993. It operates from the local village hall in the village of Mickleham, near Dorking. It has spacious accommodation inside and a purpose made secure outside play area. The group mainly serves families from the local rural area.

There are currently 23 children from 2 to 5 years on roll. This includes 10 funded 3-year-olds and 1 funded 4-year-old. Children attend for a variety of sessions. The setting supports children with special educational needs and 4 children attend who speak English as an additional language.

The group opens five mornings a week during school term time from 09.15 to 12.15 plus there is a lunch club from 12.15 to 13.05 on Monday, Wednesday, Thursdays and Fridays.

Staff work full and part-time. Three members of staff have early years qualifications and one member has a certificate in education. The manager is currently working towards her degree in Early Years and Childcare. Teaching methods are mainstream and the setting receives support from the Early Years and Childcare Service(EYCS)

How good is the Day Care?

St. Michael's Community Nursery provides a good standard of care for children. The supervisor and committee work together well to ensure the smooth running of the group. All staff are encouraged to train for their own professional development. The staff make the nursery welcoming and attractive and children have access to a safe yet stimulating outside play area. Organisation of the nursery is effective and staff are clear on their individual roles. A broad range of good quality toys and equipment is available to suit all ages although children do not always have full access to the cultural resources. Documents pertaining to the running of the nursery are in place and stored securely to ensure confidentiality.

Staff plan and provide a varied programme of activities and they warmly encourage all children to take part. The children enjoy their play and make generally good progress. Staff inform parents about children's welfare each day. There is a suitable policy and agreed procedures for any child who may have special needs. Staff are particularly effective in their approach to behaviour management.

A risk assessment has been carried out and staff identify risks and make parents aware of hazards around the nursery. Fire procedures are in place and regular fire drills occur. Access to the nursery is carefully monitored. Staff are active in promoting good health and hygiene. Individual dietary needs are met and children enjoy snacks of various fruits. Staff are aware of the policy on child protection although they are unsure on certain procedures.

Parents are given useful information about the care of their children through contact with a weekly diary. They receive regular newsletters and notices. Parents work closely with staff and assist as volunteer helpers where they have their own job description. Staff welcome parents and invite them to talk about their child's experience at nursery so children's needs are observed and met.

What has improved since the last inspection?

not applicable

What is being done well?

- Staff work together well with parents. It is a committee run nursery where parents play an active part in their children's care. They help as volunteers as well as support staff with fundraising activities.
- Staff are committed to providing a stimulating environment where children can play and learn in safety. Children are enthusiastic whilst playing outside in the garden and staff enjoy joining in with children's activities.
- Good organisation and documentation ensures that staff have clear roles and the policies and paperwork supports them in their work.
- Staff are effective in managing children's behaviour. Children are happy and relaxed and they socialise well with their friends. Staff organise interesting activities that keep the children's attention.
- Staff are well qualified and show a commitment to attending training to keep their childcare knowledge current.

What needs to be improved?

- staff's understanding of protecting children
- children's access to more cultural resources.

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 |
|-----|---|
| 13 | Ensure staff are fully aware of child protection issues and are able to implement the policies and procedures in the absence of the designated member of staff. |

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

How effective is the nursery education?

St. Michael's Community Nursery is acceptable and offers good quality nursery education overall. Children are making very good progress in personal, social and emotional development and physical development and generally good progress in other areas of learning.

Teaching is generally good. Staff use their knowledge of the early learning goals to provide a curriculum where children make progress along the stepping stones. All staff are involved in planning and organise daily activities that stimulate children's thinking. However children do not always have access to role play and there is a lack of equipment that introduces them to technology. Staff make good assessments of children's achievements and write these in the profiles and children's diaries. Through the key worker system and regular staff meetings children's progress is assessed, although the next steps for their development is not always documented and there are missed opportunities especially in mathematics. Staff are aware of supporting children with special needs and they work well to support children where English is not their first language.

Leadership and management are generally good. The supervisor works very well with the committee to provide her staff team with good support. There are clear aims and the supervisor is committed to the developing role of the nursery within the community. She enthuses her staff with the future. The supervisor does not participate in staff appraisals.

Partnership with parents is very good. The parents take an active role within the nursery by attending sessions to assist with general duties and to observe how staff educate the children. They also have regular newsletters. Staff write down children's progress in a weekly diary which parents enjoy sharing with their children and making notes of their child's progress at home.

What is being done well?

- Staff know their roles well and organise planning effectively and make this information available to parents. Parents receive good information about the foundation stage and are advised how they can assist their child's learning at home.
- Staff prepare interesting activities and make the most of their environment. Children learn about recycling and watch with awe and excitement as the men empty the container for bottles. They comment on what they see and the sounds the bottles make when crashing together.
- Staff encourage children to share their toys and respect each other. Children make firm friendships and enjoy each other's company. Children behave well and eagerly participate in activities provided.

- Staff and the supervisor work together well as a team, they are united in their aims and appear happy and relaxed when working and playing with the children.
- Staff make the most of the garden area for children to develop their physical skills, as well as using opportunities to learn about nature through seeking out mini beasts and watching spiders spin webs.

What needs to be improved?

- planning and assessments, so that children's progress is clearly noted and carried through to planning for the next steps of children's development.
- children's access to role play and technology
- children's awareness of mathematics in everyday activities
- opportunities for children to write their own name on their work

What has improved since the last inspection?

There has been generally good improvement since the last inspection. A complete change of staff and committee brought about many changes. There were three areas for improvement. These were to use "milk time" to contribute more effectively to aspects of children's mathematical development as well as encouraging children's personal and social development. Staff were also asked to provide more practical activities to promote children's early writing skills. Staff have now provided children with their own drinks table and they encourage the more able children to pour their own drinks. Staff do not always promote children's awareness of numbers during snack time. Staff do provide children with opportunities to gain confidence with activities that promote early writing skills, although more able children are not always encouraged to write their names on their work.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic and are interested in their self-chosen activities, such as making lumpy dough and finger painting. They speak confidently and can describe their feelings. Children share their toys and make firm friends with their peers. Children behave well and have a sense of belonging and take part in fund raising opportunities for the development of their group.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak very confidently to peers and adults. They express their ideas and experiences well using good vocabulary. Children enjoy looking at books and treat them with care. Children learn to recognise their own names although more able children are not encouraged to write their name on their work.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children recognise numbers and count confidently in rhymes. They enjoy number puzzles and can relate numbers with pictures. Children make patterns and structures using magnetic geometric shapes and they understand basic names of shapes. Children do not have opportunities to expand their knowledge of numbers in simple arithmetic exercises in their everyday activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make the most of the environment to explore the world of nature and learn about recycling. They discuss mini-beasts and use their senses with a variety of natural objects and materials. Children are encouraged to sort objects, use puzzles and malleable materials and talk about their own personal experiences. Children lack opportunities to use simple everyday technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move spontaneously with co-ordination and a sense of direction. They have plenty of large apparatus in the garden and they show ability to control speed and have spatial awareness using bikes and scooters. They are made aware of looking after their bodies and regularly wash their hands before eating and playing with messy activities. There are plenty of opportunities to develop fine manipulative skills with cutters, rakes, rollers and small world toys.

CREATIVE DEVELOPMENT

| | |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children are able to recognise colours. They have good access to paint and crayons and enjoy using these in their activities, especially with finger and hand painting using different textures. Children respond well to group time and singing well-known songs. Children play co-operatively and use their imagination in making patterns. Children enjoy role play although this is not featured everyday.

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

- ensure that staff's assessments on children's progress are carried through to planning future activities for children in line with the next steps of their development
- provide more opportunities for children to have constant access to role play materials and introduce children to the world of simple technology
- provide opportunities for older children to develop their knowledge of mathematics with everyday practical activities that promote understanding of adding and subtracting.

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.