



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 139478

DfES Number: 513758

### INSPECTION DETAILS

Inspection Date 24/09/2004  
Inspector Name Janet Butlin

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name St Marychurch Pre-School  
Setting Address The Parish Hall  
Church Road  
Torquay  
Devon  
TQ1 4QY

### REGISTERED PROVIDER DETAILS

Name The Committee of St Marychurch Pre-school 1052020

### ORGANISATION DETAILS

Name St Marychurch Pre-school  
Address The Parish Hall  
Church Road  
Torquay  
Devon  
TQ1 4QY

## 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 Marychurch Pre-school has been established for many years and runs from a church hall in the district of St Marychurch, in Torquay in Devon. The group is managed by a committee of parents and has the use of two rooms within the hall as well as the use of enclosed outside play space.

The pre-school is registered to provide care for up to 26 children aged from two to five years and there are currently fourteen children enrolled. Three of these children are four-year-olds and ten are three-year-olds in receipt of funding. The group supports children who have special educational needs. There are no children who have English as an additional language.

Sessions are offered from 09.00 to 12.00, Monday to Friday in term time. A staff of four support the provision, one of whom holds a Primary B.Ed, one is qualified to NVQ level 3, one is qualified to level 2 and is working towards level 3 and one member of staff is working towards level 2. The group receive the regular support of the Torbay Early Years Development and Childcare Partnership and the Pre-school Advisory service. They are also an accredited member of the Pre-school Learning Alliance.

### How good is the Day Care?

St Marychurch Pre-school provides good quality care for children. The group offers a welcoming environment where children are eager and happy to learn and are sensitively cared for. The children have warm and trusting relationships with staff who work well as a team. The organisation of care is good. The premises are welcoming and well organised for play although there is limited accessibility to suitable washing facilities. A good range of toys and equipment is available and set out ready for children to access as soon as they arrive. Good support is given to ensure children enjoy their time in the group. The outdoor environment is fenced and secure.

Satisfactory consideration is given to issues of safety although risk assessments are not sufficiently comprehensive and are not undertaken frequently enough. A rigorous record is kept of visitors to setting. All documentation is in place. Hygiene is satisfactory and conscientious thought is given to the preparation and presentation of nutritious food.

The group has a very good awareness of caring for children with special needs and has a secure awareness of child protection and equality of opportunity. Children's behaviour is managed very well.

There is a sound partnership with parents who, as well as managing the group are made very welcome. Staff ensure that they are available to talk to parents whenever they wish and some helpful information is provided regarding the provision.

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

Not applicable.

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

- Good support is given to children with special needs.
- Behaviour is managed sensitively and very well.
- A range of worthwhile activities is provided.
- Thoughtful regard is given to ensuring that children's individual needs are met and that activities support their development.

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

- the completion of regular risk assessments on all parts of the premises and for off site activities
- ensuring that adequate hot water is available for hand-washing for all children and adults attending.

#### **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
4	Ensure there is adequate hot water available for hand-washing for children and adults.
6	Conduct regular and comprehensive risk assessments on all parts of the premises and for off-site activities.

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

### How effective is the nursery education?

St Marychurch Pre-School offers generally good quality nursery education where children enjoy learning through a range of interesting activities. Children are making very good progress towards the early learning goals in all areas of learning apart from communication, language and literacy where generally good progress is being made. Children are confident, well behaved and show independence.

Teaching is generally good. The staff work well together as a consistent and sensitive team who communicate well. Their sound understanding of the Foundation Stage enables them to plan an interesting range of practical activities. The pre-school has children attending who have special educational needs and there is a very effective system in place to provide good support. There are no children attending who have English as an additional language. The assessment of children's learning is reviewed weekly and day-to-day observations are very effectively used to plan the next steps and to ensure that children are enabled to progress at an appropriate pace. They receive sufficient support and challenge in their learning. The setting has a good range of equipment which is generally used well to promote learning.

Leadership and management are generally good. The staff are supported in their professional development. The setting is committed to improvement and have regular contact with the Torbay Early Years Development and Childcare Partnership and the Early Years Advisory Team. There is a generally good partnership with parents. Some helpful information is provided and they are informed of forthcoming themes and events. Regular communication is welcomed.

### What is being done well?

- Lively, imaginative role-play supports children's creative development.
- Good emphasis is given to children's mathematical development and every opportunity is taken to extend their learning.
- Children are happy, polite and confident and are able to concentrate at their chosen activities.
- Good use is made of the local environment to develop children's knowledge and understanding of the world and appropriately challenging equipment is used effectively to promote children's physical development.

### What needs to be improved?

- planning to ensure that all early learning goals receive sufficient emphasis, for example increasing opportunities for children to make marks for a variety

of purposes and explore the sounds of letters

- the system of communicating with parents regarding the planned programme and their children's achievements.

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

Very good progress has been made with the key issues arising from the previous inspection. There is now a designated co-ordinator for special needs and this area of provision is well presented. Staff now make very good use of time to ensure that children are aware of the activities available to them, this enables them to make effective choices. All issues have been completely addressed and the impact on the provision has been very positive.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident, and settle quickly to play with their friends at familiar activities. They concentrate for substantial periods of time at their chosen tasks, for example, successfully completing a train track layout. Children are enabled to feel proud of their achievements. They share popular resources good naturedly and co-operate well when turn taking. They are encouraged to understand and discuss the reasons for rules and behaviour is very good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy lively discussions which help their communication skills. They also enjoy listening to stories and looking at books, which they handle appropriately. Most children are able to recognise their names but there is little encouragement for them to explore the letters within them or the sounds they make. Also, opportunities for children to make marks whenever they want to, for example whilst enjoying role-play, are not effectively developed.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Every opportunity is taken to consolidate children's mathematical understanding during their free play and when enjoying table top activities with staff. They are encouraged to work out what happens when one or two items are added to or taken away from another, such as vehicles in the garage, and count out the mats for snack time with confidence. Sand and water play is used effectively to introduce the concept of capacity.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Good use is made of the local environment to increase children's awareness of the wider world. They enjoy trips and outings and have regular visitors to the setting to develop the topics they are exploring. Children enjoy investigating and working out how and why things work, for example cogs and water wheels, and they examine and discuss the features of living things. Simple technology is used effectively to support learning.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children develop their large muscles effectively using appropriately challenging climbing apparatus, enjoying parachute games and clambering on large soft play materials. They show a good awareness of space as they move about the setting and are skilled at pedalling and manoeuvring wheeled toys. Small muscles are developed well as children master skills with scissors, paintbrushes and manipulate satisfyingly large amounts of play-dough.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children explore the feel and texture of the materials they are playing with and respond with delight to the way the sand is flowing and to the splashing of the water in the water tray. They particularly enjoy imaginative role-play and develop complex stories, acting out the characters and developing the dialogue. They enjoy painting, using a variety of techniques, and describe how the colours flow and blend. They sing familiar songs with confidence.

**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**

- monitor planning to ensure that all early learning goals receive sufficient, regular, emphasis
- develop the system of communicating with parents regarding the planned programme and their children's achievements.

*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.*