

St. Michaels Pre-School

Inspection report for early years provision

Unique Reference Number	144065
Inspection date	18 July 2007
Inspector	Janet Sharon Williams
Setting Address	St. Michaels Church Hall, Stockwell Park Road, London, SW9 0DA
Telephone number	020 7274 0783
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Registered person	St Michaels Pre-School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

St. Michael's Pre School Playgroup opened in 1960. It operates from St. Michael's Church Hall which is located in Stockwell and serves the local area. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open five days a week during term time from 09:45 to 12:45. All children share access to a secure outdoor play area.

There are currently 37 children from two to under five years and nine months on roll. Of these 10 children receive funding for nursery education. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

Three full time members of staff work with the children. Half the staff have early years qualifications to NVQ Level 2 and 3 and two members of staff are working towards NVQ level 3.

The setting is a member of the Pre School Learning Alliance and receives support from Lambeth Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of good personal hygiene through daily established routines. For example, they automatically wash their hands after visiting the toilet and staff remind them to wash their hands before snack. Effective procedures are in place to promote children's health and well being. Staff know and understand how to protect children from contamination, such as displaying a notice of any infectious or contagious diseases. Good procedures are in place for recording accidents that happen on the pre-school premises or that occur outside. All medication administered is clearly recorded. However, details have not been countersigned by parents and the pre-school have not obtained parental permission for emergency medical treatment.

Snack times are relaxed and sociable occasions. Children can choose options that are healthy and nutritious, such as fruit, vegetables, salad and raisins. This helps them to ascertain strong eating habits. At snack time children are offered a drink of milk, water or juice and throughout the session they can help themselves to water from a jug along with plastic beakers which is set on a tray at child level. Children's individual dietary needs are gathered prior placement and allergies are recorded on children's medical forms.

Children have plenty of daily exercise using climbing apparatus running and making use of the outdoor play area.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a bright, well maintained warm environment, where space is organised and used appropriately to support the needs of children attending. Good use is made of all space to ensure the provisions is child centred, accessible and stimulating to enhance children's learning and development independently. For example, they can help themselves and choose activities on low level tables, access the well organised home corner, cosy book corner, a satisfactory range of creative and craft activities, puzzles, trains and sand.

Children's safety is maintained most of the time. There is an ongoing risk assessment in place, for example staff check the premises indoors and outdoor to ensure areas used by the children are suitable and safe. Although no person can enter the premises without knocking on the door, fire drills are regularly carried out and recorded and a routine in place for the safe arrival and departure of children. However, the system for recording children and staff attendance do not include arrival and departure times and there is no lost children's policy in place. These are a breach of regulation.

Children are protected through the staff's good understanding of the child protection procedure, which is in line with those set out by the local Child Protection Committee. However, they do not include allegations made against a member of staff. This is a breach of regulation.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy attending the pre-school. They take part in a wide range of indoor and outdoor activities. The resources are organised well to meet children's needs effectively and they are encouraged to make independent choices. For example, they role play in the home corner area and dress up in character clothes, model with play dough, build with construction bricks and enjoy books which they freely select them from low level shelves. Throughout the year children also benefit from additional fun and interesting activities, such as trips, a trip to a farm and twice a week they participate in a dance workshop. All in which contributed to their learning opportunities.

Children relate well to each other and have very good relationships with their peer group and staff. Staff interact with the children with enthusiasm. Children also have the opportunity to play in small or large groups and there is a good balance of child initiative and staff directed activities. Staff spend quality time with the children, explain activities clearly about what they are going to do, read children stories and sing songs and rhymes. Although staff support children in their play, extend their learning opportunities and demonstrate a sound knowledge of the Birth to three matters. There are no written plans or observations to positively reflect children's development for older or younger children.

Nursery Education

The quality of teaching and learning is satisfactory. Staff demonstrate a sound understanding of the foundation stage of which enables them to provide a suitable range of play opportunities and activities for children attending. Staff also offer good support for children who are less confident and challenge the more able children, encouraging them to think. Although staff provide a stimulating environment, making good use of resources and incorporate the six areas in children's teaching and learning. The written plans do not include all areas of learning, children's next step for learning or how they reach their full potential.

Children are confident when they arrive and settle well to their self chosen activities. At circle time they talk about themselves and what is going on around them. They express their ideas and experiences well using good vocabulary. For example, they talk about where they are going for their summer holidays. Children demonstrate good speaking skills and they learn to recognise and write letters. Some children are able to recognise simple words on labels around the room. Children have the opportunity to practise writing through using felt tip pens and pencils.

Children count confidently and recognise numbers that are important to them. They choose number activities and enjoy number rhymes and songs, such as Peter plays with one hammer; from this they learn numbers in sequence. Children also learn about shapes and using appropriate maths language through model making and creating art and craft displays. Although children are gaining an increasing knowledge and understanding of the world through their local and wider environment and topic work, such as animals, plants growing and other people around them. They paint, draw and make collages that represent their experiences. However, they have limited access to a range of resources for information technology to support their learning. Children's hand and eye co-ordination is good. They are skilful at cutting and using small utensils when playing with play dough. Children also have plenty of opportunities to develop their physical skills and demonstrate a good sense of space when pushing prams.

Helping children make a positive contribution

The provision is good.

Children are valued and have good self esteem. They have many opportunities to develop and practise social skills, playing and learning together in small and large groups. Children are very well behaved, receive regular praise and encouragement enabling them to feel good about themselves and grow in confidence. They also receive a sticker for achieving something well. Staff are good role models they encourage children to say please and thank you. The provision fosters children's spiritual, moral, social and cultural development.

Children experience a wide selection of activities and resources reflecting a variety of cultures, helping to raise their awareness of other customs and traditions. For example, they acknowledge Chinese New Year, celebrate Diwali and have a West Indian food tasting day.

There are good arrangements for the support of children with special needs. Partnership with outside agencies is strong, enabling children's individual needs to be met.

Partnership with parents is good. Good procedures are in place for keeping parents informed about the provision and their child's progress and development. Parental involvement is actively supported, they assist with children's learning, support projects and participate in outings and parents coffee morning. Parents interviewed are very happy with the information they receive about the curriculum and are actively involved with their child's learning and development.

Organisation

The organisation is satisfactory.

Children are cared for in a happy and relaxed environment as staff have developed a warm and positive relationship with them. Some of the mandatory records and relevant policies and procedures are in place in order to promote children's wellbeing. Staff children ratio is satisfactory and there are a few regular volunteers who are currently completing a relevant child care qualification. They all work well as a team and clear communication allows them to provide a satisfactory programme to support children's care and learning.

Leadership and management is satisfactory. Staff have access to training opportunities with the local authority to further their knowledge and understanding of the foundation stage of learning. Most of the staff are fully supported in the training and development they wish to undertake as this improves the quality of education they offer to all children. Although staff are fully involved with the planning and the day to day running of the pre-school to enhance children's learning and development. Some of the plans are not clear of how children are progressing all areas of learning. However, children are developing well.

The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last Children's act inspection the provider was asked to make sure OFSTED are informed of all staff and committee changes; review organisation of the play areas to allow children to use their imagination in role play resourcefully and to have a prepared book corner and review organisation of the play areas to allow children to use their imagination in role play resourcefully and to have a prepared book corner. It is no longer a requirement that providers inform OFSTED of all staff and committee changes and all other recommendation have satisfactorily been addressed to meet children's needs effectively.

The last Nursery Education inspection recommended that the provision improve the systems used for linking planning to the observation and assessment of children's progress and that learning intentions are clear. Plan suitable activities to foster the recognition of sounds, shapes and letters of the alphabets and to take steps to widen the range of resources for information technology to support children's learning. The pre-school has not improved linking planning, observation of children's progress effectively and there is also limited access to information technology to assist and develop children's learning opportunities.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- obtain parental permission for emergency medical treatment
- ensure medication administered is countersign by parents
- devise and implement a lost children's policy
- ensure the child protection procedures include information to be followed in the event of an allegation being made against a member of staff
- ensure staff and children's attendance register include their arrival and departure times

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve plans to cover all areas of learning
- ensure children's profiles are clear of how children are progressing in the six areas of learning and that they are kept up to date

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk