



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 144065

DfES Number: 584450

### INSPECTION DETAILS

Inspection Date 13/01/2005  
Inspector Name Mauvene Burke

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name St. Michaels Pre-School  
Setting Address St. Michaels Church Hall  
Stockwell Park Road  
London  
SW9 0DA

### REGISTERED PROVIDER DETAILS

Name The Committee of St Michaels Pre-School

### ORGANISATION DETAILS

Name St Michaels Pre-School  
Address Stockwell Park Road  
Stockwell  
London  
SW9 0DA

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 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 29 children from 2 to under 5 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 and one part 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.

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

### How effective is the nursery education?

St Michael's Pre-School provides good-quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional and creative development is particularly well planned and they are making very good progress in these areas.

The quality of teaching is generally good. Staff manage the children very well and have good relationships with them. They organise the indoor space and resources imaginatively to create an interesting learning environment in which children increase their independence. They provide good opportunities for children to explore music and dance and for children to be creative. Systems for supporting children for whom English is an additional language is good. Assessments made of children are not sufficiently detailed and therefore not used effectively to record and plan what children should learn next. The programme for funded three-year olds language and literacy is not challenging enough and resources for information technology is limited.

The leader and management of the pre-school are generally good. The manager is committed to both the improvement of care and education for all children and training and professional development of the staff team. Systems are soon to be in place to monitor and evaluate the quality of teaching.

The partnership with parents and carers is very good. Parents spend time talking informally to staff about their children and are well informed about forthcoming events in the pre-school. Parents are welcomed into the group and are encouraged to stay and play with the children or to join in with sessions.

### What is being done well?

- Staff join in the children's play and help them to use the resources successfully. They give individual children a good level of support and have a positive approach to ensuring the inclusion of children who has English as an additional language. Staff use the indoor space and resources effectively to create an environment in which children increase their independence.
- Staff manage the children well and have good relationships with them. Staff respond to children in a calm and consistent manner.
- The partnership with parents is very good and parents are able to support their children's learning by regular participation in activities both at the pre-school and at home. They are kept informed about their children's progress on an informal basis - staff and parents have a good partnership.
- Staff give children time to play imaginatively, particularly in the home corner and there are good opportunities available for children to explore music, rhythm and movement during dance sessions.

**What needs to be improved?**

- the systems used for linking planning to the observation and assessment of children's progress and ensure that learning intentions are made clear
- the provision for funded three-year olds learning in language and literacy to help them recognise letter formation and their names
- the range of resources for information technology to support children's learning.

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

Limited progress has been made since the last inspection in addressing the key issues raised.

Staff have sought the advice of an early years advisory teacher to help them identify more clearly what they want children to gain from activities. However, although a new method of recording observations is now in place, these observations are not used to inform planning therefore children are not gaining all they could from the activities planned, particularly as the learning intentions are not clearly being identified. This issue has been re-addressed during this current inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children confidently express their own needs and relate well to each other and to adults. Children behave well and are developing their personal independence through selecting resources, working independently and through pouring their own drinks. Children are able to concentrate for long periods of time and can follow instructions, for example when learning new dance movements.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are at ease when speaking in familiar groups, and are able to express their thoughts and feelings. Children are learning that print carries meaning, for example children recited a nursery rhyme written on a work sheet about Elmo the Elephant. Older children can write their name and are encouraged to label their own work. Children's names are displayed on the back of chairs and coat pegs, but younger children are not sufficiently supported in their learning to recognise their own name

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to recognise numerals and count confidently to 10 and in some cases, beyond. Children are able to name some shapes and recognise numerals between 1 and 5. Children have opportunities to weigh and recreate patterns. Children have some opportunities to add and subtract, although more opportunities are required for four-year olds

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the world they live in, different cultures and beliefs through celebrating festivals such as Diwali. Children are able to explore living things such as plants and fishes living in a tank. They are able to build and construct using a variety of materials such as sand, bricks and art and craft. Children do not have enough opportunities to learn about information technology.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are aware of space and each other such as when participating in music and movement and are able to negotiate obstacles such as when moving around furniture. Children use a range of small equipment with increasing control and they independently select tools such as pens and rolling pins for specific tasks. Children do not have opportunities to recognise changes that happens to their bodies when they are active.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have excellent opportunities to explore music and rhythm and movement and dance. They respond enthusiastically to what they see and hear for example, when playing musical instruments. They know and enjoy familiar songs and rhymes. Children play together imaginatively and make good use of the props in the home corner to support their play. They enjoy using resources to explore texture such as handling play dough and sand.

**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**

- Improve the systems used for linking planning to the observation and assessment of children's progress and ensure that learning intentions are clear.
- Plan suitable activities to foster the recognition of the sounds and shapes of letters of the alphabets to enable funded three-year olds to recognise their names.
- Take steps to widen the range of resources for information technology to support children's learning.

*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.*