



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 127614

DfES Number: 515891

### INSPECTION DETAILS

Inspection Date 31/03/2004  
Inspector Name Jenny Kane

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name St Michaels Pre-School Play Group  
Setting Address Village Hall  
Grange Road , St Michaels  
Tenterton  
Kent  
TN30 6TJ

### REGISTERED PROVIDER DETAILS

Name Mrs Brigitte Forbes

## 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 Michaels Pre-School has been registered since March 1992 and is privately owned and managed.

It operates from The Village Hall in the St Michaels area of Tenterden. The group serves the local and surrounding area.

The pre-school is open Monday, Tuesday, Wednesday and Friday from 09:00 to 11:55 during term time.

There are currently 32 children on role aged from two years to five years. This includes 6 funded three-year-olds and 7 funded four-year-olds.

Five staff work with the children, four have early years childcare qualifications and all hold current first aid certificates.

The group receives support from the Early Years Development and Childcare Partnership (EYDCP). They are also members of the Pre-school Learning Alliance (PLA).

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

### How effective is the nursery education?

St Michaels Pre-School Playgroup is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. In areas of Personal, Social and Emotional Development and Creative Development, children are making very good progress.

The quality of teaching is generally good. The staff have a good knowledge and understanding of the stepping stones which enables them to provide interesting and purposeful activities for the children. However, displays of work around the environment are limited. Staff use observations to plan individual children's learning and have a good understanding of how children learn and how they will benefit from particular activities. The children's behaviour is well managed and staff are good role models.

The leadership and management is very good. The owner takes a very active role in the management and running of the group. She supports her staff well and delegates to her deputy. The staff are well established and work very effectively as a team. The established staff work well as a team, providing good support and meeting on a regular basis to plan the curriculum and activities. The staff are committed to their own training and development and attend a variety of courses and workshops. The group is currently undertaking the kite mark scheme.

The partnership with parents and carers is very good. Parents receive clear written information about the six areas of learning and the curriculum. The staff are available to speak to parents on a daily basis keeping them informed of achievements both verbally and through contact books. However parents would benefit from individual consultations and the opportunity to discuss their child's educational progress. The manager is keen to work with parents and listens to their views and comments.

### What is being done well?

- Children have many opportunities to express themselves creatively. The role play area is well used and they enjoy dressing up. Children use their imaginations well during art and craft and enjoy cooking.
- Partnership with parents is very good. Staff provide very good quality written information, the group have a web site and the lobby area is welcoming with good visual displays.
- Children are motivated well through many practical activities and topics. Staff have a good knowledge of child development, understand how children learn and are able to meet the children's individual needs.
- Staff team work is very good. They have a strong commitment to supporting each other, they meet regularly to plan the curriculum and see the benefits of

training and development.

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

- the programme for knowledge and understanding of the world by providing further opportunities and resources for children to learn about the wider world and to celebrate diversity
- the introduction of consultation meetings for parents to inform them of their children's education and progress
- the use of space and consider ways to provide:
  - 1) visual displays of number and letter
  - 2) display of children's work
  - 3) labelling of resources and the activity areas.

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

At the last inspection the group was asked to look at two areas for action:

- 1) Review the provision for imaginative and role play to provide children with opportunities to explore different roles and participate fully. Consider ways of presenting dressing-up clothes which will encourage children to use them.
- 2) Provide writing materials in the role-play area to help foster early literacy.

The group has made very good progress in both these areas:

- 1) The role play area is now well used by all the children, clothes are hung up, the area is screened off and there are a good variety of props provided.
- 2) A mark-making table has been set up which is out for the whole session. Clipboards, pencils and notepads are well used by children during role play.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, interested in activities and participate well. They have very good relationships with staff, other adults and their peers. Children choose from activities and move around their environment with purpose and confidence. They are independent, taking themselves to the toilet and selecting activities. Children play co-operatively, take turns, share toys and wait patiently. Children show respect and concern for others and because they are well occupied behaviour is good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children interact well with adults and each other, speaking clearly and confidently. Staff use maketon signing during singing and register. Children can identify their own names and have many opportunities to use writing at the mark making table and during role play. However there are very few displays of sound and letter around the room. Children enjoy looking at books, which they treat carefully, and listen well to stories.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children participate in a good range of counting activities throughout the session, in particular at register, snack and group time. Children have a good understanding of addition and subtraction and can count up to 10 and often higher. There are opportunities to explore number, shape, size, volume, colour and quantity during activities, topics and role play. However, there are limited displays of number around the room. Staff make maths activities enjoyable for the children.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children use natural objects in craft activities and partake in many activities which relate to the senses. They have regular access to a computer and programmable toys, sharing well and taking turns. Children visit the local school and are involved in community events. However, opportunities and resources to learn about diversity and the wider world are limited.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have access to a good range of activities and equipment for riding, climbing and balancing. As there is no designated outdoor play area, staff provide daily physical play sessions and activities indoors. Children move around indoors safely, avoiding obstacles and others. Staff join in movement sessions with enthusiasm, which motivates children well. Children show good control when using small tools and they handle scissors, brushes and pencils with care.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children enjoy a wide range of activities which encourage their creativity. They use their imaginations well and enjoy role play scenarios, sharing and co-operating well. Staff encourage children to develop their senses, to participate in cookery, to try new experiences and to communicate their own ideas in art and craft. Children enjoy messy and sensory play using sand, water, paint and playdough.

**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**

- develop the programme for knowledge and understanding of the world by providing further opportunities and resources for children to learn about the wider world and to celebrate diversity
- introduce consultation meetings for parents to inform them of their children's education and progress
- review the use of space and consider ways to provide:
  - 1) visual displays of number and letter
  - 2) display of children's work
  - 3) labelling of resources and the activity areas.

*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.*