



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 251655

DfES Number: 548002

INSPECTION DETAILS

Inspection Date 10/11/2004
Inspector Name Julie Youngman (TCCI)

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Peter And St Mary's Pre-school
Setting Address St Mary's Community Centre
Silverdale Avenue
Stowmarket
Suffolk
IP14 1LS

REGISTERED PROVIDER DETAILS

Name The Committee of St Peter And St Mary's Preschool

ORGANISATION DETAILS

Name St Peter And St Mary's Preschool
Address St Mary's Community Centre
Silverdale Avenue
Stowmarket
Suffolk
IP14 1LS

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 Peter and St Mary's Pre-school is a church committee run community group which is based in St Mary's Community Centre which is situated not far from the town centre of Stowmarket in Suffolk.

The playgroup has been registered for over 30 years and can accommodate 24 children. Children are accepted into the provision in the term they are three. The group currently operates for five sessions per week.

The group supports children who may have special needs and who's first language is not English.

There are nine regular members of staff employed to work with the children, four of these staff hold recognised child care qualifications.

There is no outdoor play area available so, to compensate, staff take children on regular outings.

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

How effective is the nursery education?

The provision for nursery education at St. Peter and St. Mary's pre-school is of high quality overall. It enables children to make very good progress in all six areas of learning.

Staff demonstrate a very good knowledge and understanding of the Early Learning goals. They put strong emphasis on helping the children to feel secure and confident. Parents are welcomed and encouraged to be involved. Sensitive intervention and good questioning by staff extends learning in all areas. Children collected autumn leaves on a walk. These were used for creating rubbing pictures. The activity was extended to develop language about size, shape and pattern and to talk about stories with plants like "Jack and the Beanstalk". Planning is effective and generally works very well but does not include enough opportunities for children to be involved in singing and rhymes.

Parents are welcomed into the setting and are involved in their children's learning. They are given plenty of good information about how their children learn through the Foundation Stage. Good communication means that parents often share what they know about their child.

Strong leadership is demonstrated by the manager. Experienced and very capable senior staff lead by example. Staff are involved in training, both in the setting and on courses. They are a very effective team, each taking responsibility for a particular area, and supporting each other throughout the session. The pre-school is dedicated to improving the care and education of all the children. They are embarked on a quality assurance scheme.

What is being done well?

- Children are making very good progress in personal, social and emotional development because staff are very good role models. Children demonstrate confidence and self esteem. Staff praise the children's achievements. They value their attempts to make sense of the world and to gain understanding. Staff respect the children's own ideas, views and needs. They encourage them to build good relationships and develop a sense of belonging.
- Children are confident to join in conversations encouraged by responsive adults who question sensitively to develop their speech and language. Children talk about all areas of learning with growing vocabulary and increasing knowledge.
- Staff skilfully support the children to develop their confidence and understanding of mathematical ideas. Normal daily activities are optimised to give rich opportunities to count and learn about number and mathematical language.

- The leadership and management of the pre-school is focussed on improving the provision of education for all the children through working towards a kite mark.

What needs to be improved?

- emphasis in planning for children to join in songs and rhymes in each session
- strategies for changeover times during sessions so that children feel secure when moving from free play to working altogether in directed activities

What has improved since the last inspection?

All the key issues from the inspection in December 2000 are well addressed. Many good activities are planned for the 4 year olds to learn the sound of letters. Staff effectively use the children's play to develop learning about simple calculations. There are good resources and effective support for children to learn about information technology and how and why things work.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Strong emphasis is given to developing positive attitudes. Staff are happy and enthusiastic and the children are motivated to learn. Children move around confidently to access all the activities, sometimes working with an adult, sometimes on their own and sometimes with a group of friends. Staff are excellent role models and support the children to behave well. However, not all the children feel secure when gathered together for a directed activity.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are given many excellent opportunities to develop language for communication. They talk to each other and the adults about events, feelings and ideas. Staff promote learning about the sound and shape of letters and some words. Children are learning to write their names. Staff support the children to value and enjoy books.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are consolidating and extending their learning about mathematics through excellent well planned activities. Staff skilfully weave mathematical ideas and vocabulary into the children's play across all areas of learning. Children spontaneously count and confidently talk about numbers, space and shape. They show confidence and enthusiasm when talking about and doing mathematical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children have many good opportunities to explore and investigate materials and objects. Shaving foam created a excellent fun way for the children to learn through their senses. A walk produced some Autumn leaves which were skilfully used to create rubbing pictures. Staff extended the activity for the children to also explore the shapes, sizes and patterns of the leaves. Children are learning about information and communication technology through a good range of equipment.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Many good activities are planned that successfully develop the children's small and large movements. They use different materials, tools and equipment with growing skills and safety. The room is well organised to give space for imaginative play. The children respond well to the many 'music and movement' activities that are provided. They enjoy moving with ribbons to music and doing the 'Okki Kokki'.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children are learning to express their ideas and feelings through activities involving a good variety of media and materials. The children enjoy using their senses in lots of 'messy' play. They are confident to sing songs from memory on their own. The children enthusiastically respond to music. Planning included too few opportunities to learn through songs and rhymes.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to the following:
- give more emphasis in planning for children to join in songs and rhymes in each session
- develop strategies for changeover times during sessions so that children feel secure when moving from free play to working altogether in directed activities

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.