

# St Michael's Church Pre-school and Nursery

Inspection report for early years provision

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**Unique reference number** EY364556  
**Inspection date** 31/10/2008  
**Inspector** Susan Esther Harvey

**Setting address** Old Vicarage, 24 North Road, Stoke Gifford, Bristol, BS34 8PB

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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

St Michael's Church Pre-school and Nursery opened in 2008 and operates from a Victorian vicarage in Stoke Gifford, Bristol. The setting is registered on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 62 children may attend at any one time. The setting is open each weekday from 08.00 to 18.00. All children share access to a secure outdoor play area. The setting is accessed by a small flight of steps and a separate disabled access.

There are currently 76 children aged from birth to under eight years on roll. Children come from a wide catchment area. The nursery supports children with learning difficulties and children who speak English as an additional language.

The setting employs 16 members of staff who work directly with the children. Of these, 14 hold an appropriate early years qualification. In addition, a further four are employed to maintain the building and the grounds.

## **Overall effectiveness of the early years provision**

All children are cared for in a warm, safe, welcoming and inclusive setting. Their individual needs are met and staff recognise children's uniqueness and individuality. Children make good progress in their learning and development in most of the six areas of learning. The setting has a robust self-evaluation system in place in order to identify and maintain continuous improvement, resulting in a service that is responsive to the needs of its users.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure each child has a personalised learning plan which offers stimulating and challenging activities
- use information from parents and children as starting points for planning individual learning journeys

## **The leadership and management of the early years provision**

The management have a good understanding and knowledge of the Early Years Foundation Stage framework. As a result, children are provided with resources and activities which increase their learning. There is a commitment from staff and management to increase their professional development by attending training sessions which includes further knowledge of the Early Years Foundation Stage. Staff plan and evaluate children's progress using learning journeys. They include a balance of child and adult initiated activities in the planning. Staff plan for most of the children's personalised learning using a range of activities, but due to the small number attending the nursery, this is not always consistently followed through

with every child.

Although the setting is new, the management team have already identified areas for improvement. They are proactive in evaluating their practice regularly which has an impact on how children's welfare, learning and development is maintained. The monitoring of activities by staff enables children's needs to be effectively met. There is a robust system in place for employing suitably qualified staff. As a result, children are safeguarded and protected from harm.

Care is taken by staff to provide children and babies with activities which have an identified learning outcome. They have opportunities to engage in stimulating and challenging activities to encourage their development. For example, child initiated play is extended when staff provide resources such as drain pipes so that children can enhance their creative development using different materials. Parents receive a warm welcome on arrival with their children. They are able to take time while settling their children into the setting and receive a wealth of information. This includes a contact book for babies detailing their routine of the day. There is also the opportunity for parents to discuss children's work at formally arranged times as well as a daily report when collecting their children. Notice boards are very informative, which keeps parents up-to-date with news about the setting. Parents are able to contribute towards information regarding their children's welfare. However, a two-way process using parents' knowledge of their child's learning abilities at home is not fully utilised. Clear policies and procedures are available for parents to read, which are followed through in practice by staff and management, so ensuring the welfare of the children.

## **The quality and standards of the early years provision**

Children are extremely happy and settled in the care of staff. Babies are cared for in a comfortable room where they have the freedom to choose from a good range of toys which are provided to enhance their development. Children in all areas of the setting move freely and confidently between different rooms. They thoroughly enjoy their time in the setting, playing with staff and other children. Children demonstrate this fully as they independently choose toys and resources they wish to play with. For example, children laugh as they choose to blow bubbles, chasing them around the room. They become engrossed as they paint planets, moons and aliens, using their skill to mix the paints in order to experiment with colours. Babies relish in the chance to listen to musical sounds and tapping balloons in the air, so increasing their hand-eye coordination in a fun way. They see their reflection in mirrors in the room, so encouraging a sense of themselves as individuals.

Staff are highly motivated and committed to children needing additional support. Children have their needs met through experienced staff and the local authority advisor. As a result, children are well supported. Children and babies are able to easily access a wide variety of toys and resources. For example, drawers are labelled with pictures and words relating to the content. All children are familiar with the routine of the nursery. Those children needing additional support are included in the information about the pattern of the day through picture lines placed in prominent positions. As a result, they have the chance to be included in the

information as well as being able to follow the routine with ease.

Children's health is promoted well through learning good hygiene routines and being provided with healthy snacks and meals. Children sit down to eat together with staff. Young children are beginning to learn various social skills such as waiting for all to finish before leaving the table, and using appropriate utensils. Fresh drinking water in jugs and beakers are provided for children to easily access a drink independently. Children's understanding of a healthy lifestyle is encouraged by staff utilising the outside play area at every opportunity. Children wrap up warm in order to paint and play in the fresh air. Babies are taken out by staff for a walk around the garden each day. As a result, all children are experiencing a range of activities in order to promote their understanding of a healthy lifestyle.

Children's safety is a high priority for staff. Every effort is taken to protect children from harm. For example, several stair gates are used to prevent children accessing the stairs unaccompanied. However, children learn to keep themselves safe walking up and down the stairs. They are well aware of the need to walk carefully holding on to the side, while being supervised by staff. The nursery is secure and children are protected from unexpected visitors as access to the building is limited to the use of a bell.

Children are experiencing positive attitudes and skills for life through the caring ethos of the setting. This includes learning to play together and work as a team, taking turns and behaving appropriately towards each other. Children learn about the wider world as they hunt for bugs in the garden, they learn about various festivals and cultural differences which fully encourages children's self-esteem and promotes their sense of identity.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since registration there have been no complaints made to Ofsted.

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.