

# Creech St Michael Community Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	142861
<b>Inspection date</b>	09/06/2009
<b>Inspector</b>	Denise Franklin
<b>Setting address</b>	Hyde Lane, Creech St Michael, Taunton, Somerset, TA3 5QQ
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<b>Email</b>	
<b>Type of setting</b>	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 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

Creech St Michael Pre-School is run by a parents' committee. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It opened in 2000 and operates from a purpose built building set within the grounds of Creech St Michael Primary School, situated in a village on the outskirts of Taunton. The children have access to a purpose built premises that includes a kitchen, disabled facilities, a therapy room and an enclosed outside area. There is disabled access to all areas used by the setting. A maximum of 30 children may attend the group at any one time, all of which may be in the early years age group. The pre-school is open from 09:00 to 15:30 each day of the week. The group has access to the school hall and outside facilities, including the school field, garden and woodland area. There are currently 54 children, aged two years and nine months to five years on roll. Of these, 37 receive funding for nursery education. The group offers support for children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs seven members of staff. Of these, four members of staff, including the supervisor, have level 3 qualifications in early years and childcare, one is working towards a level 3 and one has a level 2 qualification. The other part-time member of staff is a trained teacher. The group are members of the Pre-School Learning Alliance. Excellent links have been established with the reception class teachers within the school.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The setting is highly effective in making sure that children of all ages and abilities make very good progress in their learning and development. There are excellent arrangements to support children with specific needs to ensure that all children are fully included in all aspects of their learning and development. There are outstanding partnerships with parents, the primary school, the local community and other agencies that work very effectively together to ensure the needs of the children are met extremely well. The dedicated team of staff work extremely well together to ensure practice continually improves and moves forward. Therefore, the capacity for improvement is outstanding.

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

To further improve the high quality early years provision the registered person should consider:

- develop the outside area to match the outstanding provision indoors and ensure that children have the opportunity to experience all areas of learning in the outdoor environment

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

The supervisor, committee and staff work extremely effectively together to ensure high quality care and provision for the children. Relationships between all parties are excellent and this has created a strong team who have a common aim to ensure that all the children achieve to the best of their ability. Staff training is a high priority and information is shared so that any necessary improvements can be implemented promptly. For example, following first-aid training by some staff, the first aid kit and procedures were reviewed and improved. Training is carefully linked to outcomes of staff appraisals, undertaken by the supervisor and chair, and staff interest.

The committee receives regular detailed information from the supervisor and, as a result, are fully informed about policies and procedures. They have a very good understanding of the strengths and areas for development. The setting has worked hard to address all the recommendations in the last report and systems for ensuring children's health and safety are exemplary. For example, names of any person or child who has left the premises is clearly displayed on a board for fire safety reasons and toilets are checked every hour. Details of children's specific dietary needs are easily accessible for staff as are other medical needs and daily rotas. The setting fully meets the requirements of the Childcare register. All safeguarding procedures are in place and rigorously implemented.

The supervisor and staff regularly assess practice by evaluating activities at the end of the day on the planning sheets and through discussions during their regular staff meetings. The staff now have access to the operational plan and are fully involved in the actions arising from the plan. All actions are dated when completed. For example, one action to update record sheets was completed on time in September 2008.

Partnerships are outstanding. Parents receive regular information about events and about their child's progress. They discuss the child's next step in learning and development with their child's key worker and have the opportunity to contribute to these targets. They feel staff are approachable and are able to discuss concerns with their child's keyworker or supervisor. One parent said, 'It's all about trust and I trust these people to take care of my child'. Another felt that all staff had a good understanding about her child's specific needs. Parents are fully involved in events, such as 'Sports Day' and the 'Graduation Family Fun day', which are very well attended.

There are very strong links with the school. A comprehensive transition programme is in place involving high commitment from both the school and the setting. A simple and effective transition document ensures that relevant information is shared. Outside agencies also play an important role. This effectively ensures that children with learning difficulties and/or disabilities are extremely well catered for by the setting. The group work very closely with community groups. For example, they have a high commitment to the annual 'Flower Show' in the village and recently won a competition to name a canal boat that provides

transport for the community, particularly those with disabilities, to the nearest town.

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

Provision is outstanding and exceptionally well organised. As a result, all children make significant gains in their learning and development and achievement is excellent. The welfare of the children is promoted extremely well and all policies and procedures are detailed and there is a consistent approach in their implementation. Children are safe and well cared for at all times, including times when they are taken out of the setting. They thoroughly enjoy learning. The children have access to a wide range of activities, some adult planned and others child initiated. Resources are easily accessible to the children and they are gaining independence by selecting their own materials and activities. The outdoor area is accessible at all times. Children use the area well. However, this has been correctly identified as an area for development because children currently do not have the same high quality of experiences outdoors as inside.

Planning is detailed and since the last inspection, clearly identifies the learning intentions of activities, linked to the Early Years Foundation Stage framework. Staff plan individual activities using information about the child's interests. For example, if a child has a passion for cars an activity is planned using cars. This supports children's learning very well. Older and more able children have opportunities to be more independent and adults question well to challenge and extend their thinking. Currently, children are learning about recycling and some are making 'fridge magnets' using lids from jars. They understand the importance of having a compost bin and put appropriate rubbish in the recycle bin. The therapy room is used extremely well to support children with learning difficulties or disabilities. It is an attractive room where children can be calm and stimulated.

There is now a consistent approach to assessment. Staff keep detailed records of their key children and collect evidence through observations, samples of work and photographs, to support their findings. Each child's next step is clearly identified and shared with parents. An overview of each child's stage in their learning and development in each area of learning is shared with the reception teachers, who work very closely with the playgroup to ensure a smooth transition and that the needs of the children can be met.

Behaviour and relationships are outstanding. Children respond extremely well to adults' requests and are polite at all times. Older children relish having the responsibility for younger ones and take their roles very seriously. This is a particular strength of the setting. Safety is a very high priority. There are rigorous systems in place to ensure children are safe at all times. Visitors, such as the fire brigade, police and ambulance service enable children to learn about personal safety. Children enjoy healthy snacks and understand the importance of washing hands after going to the toilet and before eating. Staff encourage the children to have plenty of exercise and fresh air. Children were observed enjoying running and practising for sports day and there is evidence in planning that much use is made of the school environment. This includes Forest School work. Children at Creech St

Michael are receiving excellent support in developing their basic skills and to develop habits to become inquisitive independent learners and are extremely well prepared for their next stage in learning.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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

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

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