

St Michael`s In Greenfield Pre-School Group

Inspection report for early years provision

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Inspector	Sandra Croker
Setting address	Greenfield Centre, Park Avenue, Winterbourne, South Glos, BS36 1NJ
Telephone number	01454 777604
Email	
Type of setting	Childcare - Non-Domestic

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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.

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Description of the setting

St Michael's Pre-School is managed by a voluntary committee of parents. It opened in the 1960s and moved to the present premises in 1996. It operates from a large, purpose-built playroom premises in the Greenfield Centre. There is a fenced garden area, with vegetable plot and a larger playground. Children attend from a wide catchment area.

St Michael's Pre-School is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 49 children from two and a half years to four years on roll. The nursery provides free early education for two-, three- and four-year-old children. Children attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school is open each week day during school terms. Morning sessions run each day from 9am to 12pm. However, Thursday morning sessions run from 9.30am to 11.30am and are for children under three years. Afternoon sessions run on Monday, Tuesday, Wednesday and Friday from 12pm to 3pm. There is a Toddler group session held on Thursday afternoons between 1pm and 3pm. Children over three years of age can attend all day.

There are seven staff employed to work with the children; of these, four have early years qualifications at level 3 and two have early years qualifications at level 4 or above. The group is a member of the Pre-School Learning Alliance, and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are content, settle well and make good progress in their learning and development. Effective plans are in place to ensure that all children are included and have their individual needs supported. The manager and staff have an accurate understanding of the strengths and weaknesses of the provision and take effective steps to improve it. Leaders and managers communicate ambition and drive and secure improvement well. There are robust arrangements to safeguard children and promote their health and safety, including links with other professional agencies. Overall strong links with parents and carers help to involve them in their children's care and education, and they are kept generally well informed of their children's progress.

What steps need to be taken to improve provision further?

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

- enhance the partnership with parents by extending and monitoring ways of

- involving them in their children's continuous learning and development
- develop further a two-way flow of information with parents with regard to appropriate food content for packed lunches.

The effectiveness of leadership and management of the early years provision

Rigorous safeguarding procedures and appropriate recruitment strategies assess staff's suitability effectively. Staff fully understand their safeguarding responsibilities, so that children are secure and cared for in a safe environment. Comprehensive risk assessments enable staff to identify actions needed to minimise or remove hazards to children and a designated health and safety officer ensures these are continuous. The learning environment is safe and well planned, with good resources within easy reach of all children. Self-evaluation takes account of the staff team and accurately identifies the strengths and weaknesses of the pre-school. Constant reviews of the quality of the pre-school take place through discussion with children and parents. Management are confident about what the pre-school needs to do to improve further and have been effective in making and supporting developments. Recommendations from the last inspection have been carefully implemented. Staff plan well and have a good understanding of their roles and duties. A thorough range of policies and procedures guide staff practice and are used successfully to promote children's health and welfare.

There is a strong partnership with parents, who remark very positively about the pre-school. Staff work attentively with parents to settle children and make sure that specific needs of all children are met successfully. Parents are included in the life of the pre-school through newsletters, daily discussions and notice boards, which display helpful information, such as the weekly planning of activities. Records of children's learning in a 'learning journey' demonstrate the strong understanding that key workers have concerning individual children's needs and stages of development. However, some parents do not fully understand where their children are in relation to other children of the same age. Some parents do not know how to help their children make further progress with their learning. Staff show good attention and understanding of equality and diversity, allowing them to provide a service which is inclusive to all. For example, parents are asked to share information about their culture or religion within the pre-school. Detailed information is acquired from parents initially, when settling in, to ensure that staff are fully attentive of, and can meet, children's individual needs. The pre-school has established strong links with school and effective liaison with other agencies assisting children with specific needs.

The quality and standards of the early years provision and outcomes for children

Children are happy and understand the routines of the day. Children review the activities at the end of the session with staff. Children create a pictorial sequence of these activities during this discussion. They show good levels of independence

and an interest to tackle self-chosen and adult-led play. The pre-school is well organised and provides an interesting and stimulating environment for children. Staff use unprompted and focused observations frequently to help in planning next steps, so that activities are appropriate for each child's stage of development. They record and track children's progress systematically. Thoughtfully planned activities reflect the interests of children and offer new and motivating challenges across all areas of learning. There are daily opportunities for outdoor play. Children are constantly praised and their attainments valued, empowering them to develop an understanding of expected behaviour, such as being considerate, sharing toys and taking turns. Children are inspired and interested in the activities and resources accessible to them, showing good levels of concentration and playing purposefully. Children behave well. There are good processes in place to support those families with English as an additional language. Involvement from other professionals has allowed staff to develop effective programmes when working with children with additional requirements.

Children's language is good. Staff model language effectively, increasing children's vocabulary and encouraging the children to think critically. For example, children build towers out of bricks. Staff ask which tower has more bricks and how many more bricks they think they can add to their tower before it falls down. Children enjoy painting cardboard tubing and staff support them to include the tubing in their imaginary play. For example, a child searches for planets in the sky and pretends to name the planets that he finds. Children are very involved as they play co-operatively together with dolls, prams and telephones in role play. They use language well to describe imaginary play experiences. For example they try to distract their crying baby with toys. They pretend to ring the doctor to explain that their baby is not well. Staff skilfully interact and ask children challenging questions that extend children's understanding.

Staff thoughtfully make the most of diversity to help children understand the society they live in. For example books are read where children have different ethnic origins. Positive images in the daily environment promote children's awareness of difference and diversity. Children confidently recognise numerals and count accurately during adult-led and independent play. They use developing mathematical ideas well. Staff play with small groups outside where the children run and group themselves into coloured hoops on the playground. Children enjoy number songs and rhymes which allow them to learn, experiment and practise their skills with growing confidence. ,

The pre-school environment has resources that amply enhance the good development of children's skills for the future. For example, children show delight as they use the listening centre to guide them through a story book. Children's knowledge and understanding of the world around them is promoted well. Children slice open unusual fruits in small groups. Children tell staff that the pomegranate is like an onion and predict that it will make them cry, and they question why the skin of the pineapple is prickly. Children's independence is promoted well at snack time as they decide for themselves which fruit to eat. They get their own drink from jugs in the classroom. Children confidently move around the pre-school choosing and guiding their own play because resources and activities are freely accessible to all. There are attractive quiet spaces for children to sit and read books, which promotes their literacy development.

Good hygiene practices are promoted. Snacks are well balanced and nutritious.

However, staff's attempts to encourage healthy packed lunches for children in partnership with parents has been less successful. Children are confidently learning about how to take risks within a safe environment. They have good opportunities for physical exercise both outside and inside. They use a good assortment of high quality play equipment where they can improve their balance, jumping, and climbing skills.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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