

# St Michael and All Angels Pre School

Inspection report for early years provision

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<b>Type of setting</b>	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*.

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## **Description of the setting**

St Michael and All Angels Pre School is run by a committee made up of members of the church and parents of children who attend. It was registered in 1987 and operates from a large hall and smaller room within church premises in Leigh-on-Sea, Essex. The pre-school opens five days a week during school term times. Sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm Monday to Friday, with the exception of Thursday afternoons when the pre-school is closed. All children share access to an enclosed outdoor play area.

The pre-school may care for 31 children in the early years age group at any one time, none of whom may be under two years. There are currently 52 children from two to under five years on roll, some of whom receive funding for nursery education. Children mainly come from the local area. The pre-school supports children with special educational needs and/or disabilities and who speak English as an additional language.

The pre-school employs 10 members of staff, all of whom hold appropriate early years qualifications. Several staff have trained in Forest School leadership. They receive support from the local authority and are members of the Pre-school Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Policies and procedures to safeguard children and ensure their well-being are robust and adhered to by all staff, whose secure knowledge of the Early Years Foundation Stage curriculum supports children to learn and achieve. Children's individual needs and interests are identified and used well to support their engagement in learning. Most children make good progress towards the early learning goals. Partnership with parents is outstanding, promoting the integration of care and education for children. The setting's ability to comprehensively reflect on practice and provision and actively develop their setting is of a high standard.

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

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

- identify all children's next steps and plan enjoyable and challenging learning and development experiences, tailored to their individual needs.

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

Comprehensive records, policies and procedures ensure children are safeguarded and their needs are fully met. Suitability of staff and their qualifications are

systematically checked. Thorough risk assessments are carried out and reviewed regularly. This means children are safe from harm and possible hazards and they are able to move freely around the setting.

Partnership with parents is exceedingly strong, with some parents commenting that staff go beyond what would normally be expected. Parents' views are valued and management is proactive in engaging parents in all aspects of the provision. Parents join the committee to raise funds to further develop the provision, such as the outdoor area. Parents are invited to a pre-start meeting to discuss procedures before children begin at the setting. Key person relationships promote open communication with families. Learning stories are regularly shared with parents, who have an open invitation to contribute. This vital link with parents supports children in developing good attitudes to learning. The setting is proactive in making contact with new parents and offers information evenings about child development and the Early Years Foundation Stage curriculum. Skills and knowledge of other agencies are valued as they endeavour to create cohesive and integrated care and education for each child. Transition to school is made easier by the organised activities and visits planned during the year.

Policies and procedures are implemented to promote equality and eliminate discrimination. Inclusive practice is a strength of the setting with regard to children with medical conditions. Staff actively seek further training opportunities and engage in projects that broaden their knowledge. Secure, confident children result from their involvement with the 'voice of the child' and Forest School activities. Staff are flexible and adaptable, adjusting their engagement with groups of children to allow for children's independence and responsibility to develop.

All stakeholders have a voice and contribute to the self-reflection process, highlighting strengths and areas for development. As a setting, they continually strive for improvement. Staff are given specific roles and responsibilities which allow for a targeted approach to achieving the set actions. In this way, areas for development are consistently managed.

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

Staff's comprehensive understanding of the Early Years Foundation Stage enables them to apply most principles into their practice. A well-planned environment allows for opportunities for all areas of learning to be developed. Continuous provision is purposefully planned to ensure children develop skills necessary to become independent learners. Outstanding team work ensures children's learning opportunities are well supported. Observations provide a record of children's achievements and developmental needs. Most children make good progress towards the early learning goals. However, individual children's next steps are not consistently planned for. Therefore, not all children have a challenging learning and development experience tailored to their individual needs.

Children adapt easily to changes in routine and enjoy the stimulating football session. The 'voice of the child' initiative allows children's interests to shape weekly

plans. This supports children's language development and motivation to learn. It further supports children's level of engagement as they freely access activities and resources they want to play with and explore. Confident staff are committed to supporting children with special educational needs and/or disabilities. The outdoor environment is stimulating and largely based on ideas carried through from the 'Forest School' programme. Its design supports an awareness of the world around them. It further develops their gross motor and problem-solving skills. Children enjoy pretending the fallen tree trunk is a train and watch which creatures come to feed off the rotting pumpkin. Children make healthy choices and demonstrate good hygienic practices, washing their hands and blowing their noses independently. Children are very active and enthusiastically engage in the many physical opportunities on offer. They grow herbs in their outdoor garden and practice recycling using items collected from the forest.

Dedicated staff adhere to effective safeguarding policies and procedures which ensure children feel safe and secure in the setting. Staff improve the well-being of the children by working through Forest School and circle time activities on self-esteem, self-confidence and self-control. The children behave very well and a calm, busy atmosphere prevails throughout the session. Children engage extremely well with the adults and each other, joining in enthusiastically. Resources and equipment reflect the culture of children on roll. Staff are proactive in involving parents in sharing their cultures and traditions with children.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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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