

St Michael's Pre-School

St. Michaels C of E Primary School, Bodenham, HEREFORD, HR1 3JU

Inspection date

Previous inspection date

29/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are able to make choices from a wide range of interesting and stimulating activities, both indoors and outdoors. This supports their all-round development.
- Children are making good progress because staff are aware of the children's individual needs and interests and plan play and learning around these needs.
- Children feel confident and secure in pre-school. They demonstrate this through the positive relationships they develop with staff and the happy and settled manner in which they play.
- The management team are aware of the areas in need of development and make target lists so that they are effectively addressed. They have strong links with the local school, sharing both resources and professional knowledge.

It is not yet outstanding because

- Opportunities to engage and support parents and carers in guiding their children's learning and development at home are yet to be fully developed.
- Children do not have sufficient resources to engage in spontaneous mark making during free play or to explore natural resources, such as twigs, leaves or cones.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector spoke to the manager, members of staff, members of the governing body and the head of school.
- The inspector observed activities throughout the day, including joint observations with the manager.
- The inspector took account of the views of the parents and carers spoken to on the day.
- The inspector looked at the children's learning records, planning documentation, evidence of suitability of practitioners working within the pre-school, the self-evaluation and a range of other documentation.

Inspector

Tina Smith

Full Report

Information about the setting

St Michael's Pre-School registered in 2012. It is run by and based at St Michael's C of E Primary School in Bodenham, Herefordshire. There are fully enclosed areas available for outdoor play. The pre-school opens Monday to Thursday during school term times. Currently sessions are from 9am to 1.15pm on Monday and Wednesday and from 9am to 3.15pm on Tuesday and Thursday. Subject to demand the pre-school intends to offer a

session on a Friday. Children are able to attend for a variety of sessions.

The pre-school is registered on the Early Years Register. There are currently eight children aged from two to four years on roll. Support is available for children with special educational needs and/or disabilities. The pre-school employs two members of staff, both of whom have appropriate level 3 early years qualifications. The pre-school provides early education funding.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide further opportunities for parents to contribute towards their children's learning and development, both in pre-school and at home.
- provide a selection of natural resources, such as twigs leaves and cones, for the children to investigate and explore plus resources for spontaneous mark making, for example, a notebook and pen so that children can make shopping lists when playing in the home corner.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Teaching is rooted in a secure knowledge and understanding of the Early Years Foundation Stage. Staff have a good awareness of how children learn and make the most of opportunities to promote children's learning through play. Activities are planned around children's individual interests and needs. Each child has a learning journal; these are used to monitor progress as well as a tool to ensure past learning experiences are revisited. Children proudly show their books, making comments such as 'look that's me'. Parents are asked to contribute and share what and how their children learn at home to promote consistency between the home and setting. However, the pre-school have not fully developed these procedures to effectively encourage all parents to share this information.

Children are making good progress in their personal, social and emotional development as they receive sensitive support from caring staff who understand that being new can be difficult. Staff take time to remind the children of the routine and where to go. Children chat to each other as they play and show strong cooperation skills, for example, as they gather as a group to play with their chosen toys. They use the road mat to race their vehicles, taking it in turns to go faster before all the vehicles collide.

Children's physical development is encouraged, both indoors and out. They ride bikes and play with hula hoops, trying hard to spin the hoop around their bodies before throwing them to see how far they go. Staff members extend their play by asking the children to fetch a ball that matches the colour of their hoop. Children are eager to find the correct colour and place it inside their hoop on the floor before running off to find another item that matches. The children plant flowers, water them and watch them grow. There is an arrangement of tyres and the children use these to practise their balancing skills. Children take part in physical education lessons in the school hall or in pre-school room. Staff allow plenty of time for the children to independently change into their sports kits before the lesson starts. This promotes their self-esteem and engagement, showing they are willing to 'have a go' and also prepares them for their move to school. Staff enthusiastically model stretching and bending, before stomping and jumping. The children engage with enthusiasm and suggest they sing 'head, shoulders, knees and toes' so they can continue. Staff are skilled at promoting children's communication skills. They talk to the children, listen, question and challenge their thinking by asking questions, such as 'what do you think will happen next?'

Children have opportunities to make marks and be creative, for example, they paint with a selection of colours and sprinkle glitter onto their pictures understanding that the glitter will stick to the paint. However, they are not provided with enough resources, such as a pad and pen or clipboard, so that can makes lists or spontaneously make marks during free play. Children also have limited opportunities to explore and play with natural resources, such as twigs, cones or leaves. Children are confident in using numbers in their play and are encouraged to count throughout the day. For example, during circle time they use the number board to find the date, during outdoor play they count the balls and hula hoops before putting them away. Children learn about the world around them as they go on walks as well as visiting the village amenities. The pre-school take the children to places of interest, for example, for their Christmas treat they are going to see a pantomime.

The contribution of the early years provision to the well-being of children

Children are happy and enjoy attending pre-school. Staff are caring and kind and have warm secure emotional attachments with all children. Therefore, they are confident and willing to try new experiences, either independently or with a little encouragement and support. Children behave well because staff are good role models and give clear guidance of what is expected. This is communicated effectively to the children who play well together and learn to manage minor conflicts. Staff give good support to help children learn to share and take turns; an example of this is using a timer so that children are aware another child is waiting to play with their chosen resource.

Children are active learners and are developing a good understanding of how to keep themselves safe. They regularly take part in fire drills, with staff carefully explaining that on this occasion they are only practising so that they develop an understanding of how to evacuate in the event of an emergency. Staff skilfully use role play resources, such as a firefighter outfit and an extinguisher, to revisit the experience and to talk about the dangers of fire and smoke.

Children have a growing awareness of healthy foods and drinks. The pre-school provide milk, fruit and biscuits for snack and children are asked to finish their fruit before being offered a biscuit. They are encouraged to drink lots, especially after they have been running or jumping, and they independently access their own water bottle. This helps them to learn about how to care for their bodies after exercise to ensure they remain healthy. Children have lots of opportunities for exercise, both indoors and out.

The pre-school has very strong links with the local primary school and share both resources and professional knowledge. The children have regular opportunities to visit the reception class and the teacher is well known to them, often popping into pre-school to see what they are doing. The pre-school take part in social events, such as the Christmas bazaar where parents are encouraged to have a stall. This partnership with the school promotes a belonging for all children and a seamless transition between pre-school and school.

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

The manager and staff team have a good understanding of how to implement the requirements of the Early Years Foundation Stage. They know their children well and use effective systems to monitor each child's progress. This ensures each child reaches their full potential and that no child is left behind. They have a strong and secure knowledge of child protection procedures which means they know what to do if they have concerns about a child. They clearly prioritise children's safety and understand their responsibilities in providing a safe environment. The setting has comprehensive risk assessments which show that hazards within the provision are clearly identified and reduced.

The manager has a very good overview of the pre-school's strengths and weaknesses. Regular staff meetings are held where they reflect on their practice and discuss how they can improve learning experiences for the children. Target lists are used effectively to prioritise agreed actions for improvement. Procedures to monitor the quality of the educational programmes, planning and assessment are effective and robust procedures are in place to ensure that all staff are suitable to work with children. This ensures all staff who are employed are checked with regard to experience, qualifications and suitability.

Staff are keen to continue with their professional development and attend training as and when it is made available. They have recently updated their first aid training as well as food hygiene. They attend sessions run by the local authority which helps to raise the quality of the pre-school. Staff advise they find its content useful in extending their own knowledge and professional development. They also enjoy networking with other professionals and opportunities to share good practice. The manager and team work hard to develop effective relationships with parents. Parents appreciate this, think very highly of the pre-school and value the support they receive. Parents know their children's key person well and enjoy their daily chat, during which they receive updates on what their child has been doing and achieved. Children's learning journey records are sent home during half-term breaks and parents are asked to contribute to these and to share what

and how their children learn at home. However, the manager has not fully developed procedures to effectively encourage all parents to share this information. This may result in missed learning opportunities, both at home and in pre-school, for the children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number

EY445634

Local authority	Herefordshire
Inspection number	801599
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	16
Number of children on roll	8
Name of provider	The governing body of St Michael's CE Primary School
Date of previous inspection	Not applicable
Telephone number	01568 797241

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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