

# St. Michael's Pre-School

St. Michael's C of E School, Somerville Road, Bournemouth, Dorset, BH2 5LH

## Inspection date

Previous inspection date

10/03/2014

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 happy, settled and content. Staff know the children well and support the children's personal, social and emotional well-being well.
- The management and staff have a clear drive for continuous improvement, effectively evaluating all aspects of the pre-school provision, which benefits children.
- Staff use effective systems for planning and assessment to provide a good range of activities which meet the individual needs of each child. As a result, children progress well in their learning and development.
- The staff's positive interaction supports children's communication skills particularly well, they make good use of props and puppets to skilfully promote young children's language development.
- Children receive clear and consistent messages about what is acceptable behaviour, as a result, they learn to manage their own behaviour and play together with their friends.

### It is not yet outstanding because

- The outdoor play environment is not fully developed which means that children have fewer play and learning opportunities outdoors to enrich their all-round development.
- Staff do not make the most of opportunities for children who learn English as an additional language to develop and use their home language in the setting.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in all the playrooms and looked at the outside environment.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and of the provider's self-evaluation
- The inspector held meetings with the manager and the provider.
- The inspector completed a joint observation with the manager of the pre-school.

## Inspector

Dinah Round

## Full report

### Information about the setting

St Michael's Pre-School registered in 2013. It operates from two classrooms in the grounds of St Michael's school, Bournemouth, Dorset. Children have access to an enclosed outdoor play area. The pre-school is open each weekday during term time only from 8.45am until 12 noon. The group is registered on the Early Years Register. The group cares for children who learn English as an additional language. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. There are currently 40 children on roll. The pre-school employs four staff, the manager is a qualified teacher, one member of staff has early years qualifications to level 2, one is qualified to level 3 and one member of staff is unqualified.

### What the setting needs to do to improve further

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

- increase the play equipment and resources in the outdoor environment to enrich children's learning experiences and enjoyment
- provide more opportunities for children who learn English as an additional language to hear, see and use their home language at the pre-school.

## Inspection judgements

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

Staff have a secure knowledge of the Statutory framework for the Early Years Foundation Stage learning and development requirements. They provide an education programme that offers children stimulating and interesting play experiences which promote children's active learning. When children first start, staff liaise closely with parents to help them build a picture of children's abilities, likes and dislikes. They use the information to help children settle, such as bringing in children's favourite books, and to successfully plan for each child's individual learning. The staff's flexible approach towards planning of activities means they facilitate children's interests and individual stages of development. Staff know their key children well. They complete regular observations of children in their play which are collated alongside photographs in each child's learning journey folders. Parents are fully aware of records the pre-school keep to monitor and support each child's learning. They are able to take the learning journeys home regularly and are encouraged to share information about their children's achievements at home. This helps parents feel fully involved in their child's learning and gives them ideas on ways they can further support their child's learning at home.

The well-planned, purposeful play experiences cover all areas of learning. As a result, children are progressing well in their learning and development in relation to their starting points. A physical education session in the school hall generates lots of excitement. Staff explain clearly to children how to use the equipment safely before giving them opportunities to practise. Children show good control as they climb, balance and manoeuvre around the various pieces of apparatus. Staff are very aware of children's individual abilities and offer sensitive support to teach children new skills. This builds children's confidence and self-esteem. Children are encouraged to think of ways they can move from one side of the hall to another and have fun testing out their ideas as they practise running, jumping and hopping. Staff introduce positional language of 'over', 'under' and 'through' as the children join in different activities skilfully extending children's learning experiences. This promotes children's physical development well.

Children are motivated and keen to learn. They benefit from the positive interaction they receive from the staff who support their communication and language skills well. Staff talk with children to model language and introduce new words, helping children learn simple phrases. Children enjoy listening to stories and staff make good use of props and puppets to captivate children's interest and help develop children's listening skills. Children who learn English as an additional language are encouraged to communicate through using expressions and signs and are becoming increasingly confident in using English language. During 'world book week' children from the school visited the pre-school to read stories to children in their home language. However, staff do not maximise opportunities for children to see, hear or communicate using their home language. For example, there are few signs and symbols in the children's home language throughout the learning environment. All children are valued and they are welcomed as they join in the 'hello' song with staff encouraging them to learn names of their friends at pre-school. As a result, children develop a strong sense of belonging.

Children gain a good understanding of mathematics through both planned and spontaneous activities. For example, children confidently count the firefighter figures and use their fingers to count to the number six. Staff extend the activity to teach children about having 'more' or 'less' and encouraging children to look at different groups of toys to see which is 'bigger' and which is 'smaller'. Staff demonstrate different sizes with their arms and children look at the group of toys and recognise that it is 'bigger' showing staff how big with their arms open wide. This helps to develop children's understanding of size and quantities. Children have access to a selection of tools to promote their fine motor skills. They have fun using the marker pens on the large white board that helps develop their early writing skills and they show good control as they use scoops to transfer materials into different containers. Children enjoy a wide range of sensory play activities, such as paint, sand, water and play dough. This allows them to play and explore through enjoyable learning experiences.

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

Children benefit from the warm, welcoming and enabling environment. The clear settling-in routines help children become familiar with different people and a new environment.

Consequently, children form strong bonds with their key person which means they separate from parents or carers confidently. The caring and supportive staff are attentive to children's individual needs, and as a result, children are happy, settled and secure. Staff make sure that all children feel included and are aware when newer or less confident children need additional support. Children show increasing independence as they pour their own drinks and wash up their plates and cups at snack time. The weekly physical education session provides opportunities for children to learn to dress themselves as they change into their shorts and t-shirts. This helps children become independent in readiness for school.

Staff are good role models. They help the children to understand the importance to have consideration for others during their play. This means that children learn about boundaries and expectations with regards to behaviour and start to form friendships. For example, children remind others about the pre-school 'golden rules' and that they have to use 'kind hands'. Children are familiar with the daily routines and staff give them clear explanations at tidy up time and sing with children to get them actively involved. Children cooperate well, quickly finding a job to do and working together to help each other. Safety is a high priority within the setting. Risk assessments are completed and ongoing checks by staff help make sure that children can move about in safety. Staff supervise children well to make sure that children are kept safe. They teach children to hold hands with a friend and walk slowly down the corridor when going to the school hall, praising children by saying 'good walking'. Children listen to the staff and show care and control as they negotiate the play equipment in the physical education session. This means that children learn how to keep themselves and others safe in their play. Children's health is promoted well. They follow good hygiene procedures and use the step at the washbasin to wash their hands independently before eating. They enjoy a variety of healthy snacks, including toast on arrival and fresh fruit during the session. Staff sit with children and promote discussion around healthy eating to raise children's awareness of keeping themselves healthy.

Indoor and outdoor play areas are generally used well to support children's learning and benefit children's health. However, staff have not fully developed the outdoor play space to incorporate a full range of play and learning activities to enhance children's learning experiences. Children have access to good quality play equipment and resources. They are able to make their own choices about what they want to play with, including whether to play indoors or outdoors. This builds children's confidence and allows them to follow their interests. Art and craft resources are easily accessible to enable children to use materials freely helping them develop their own ideas and creativity.

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

The manager shows strong leadership and this contributes positively on the pre-school's ability to implement the requirements of the Statutory framework for the Early Years Foundation Stage. The enthusiastic staff team work together very well to support children's individual needs. They are well organised and provide good quality care and learning that benefits children and their families. Clear induction procedures, regular staff

supervisions and staff meetings mean that all staff have a clear understanding of their roles and responsibilities. Most staff have attended safeguarding and first aid training. Staff know the procedure to report any concerns about a child in their care to the designated safeguarding officer. Comprehensive recruitment and vetting procedures are used to check the suitability of staff to work with children. Documentation and records to support children's safety and welfare are easily accessible and kept secure.

The pre-school has only been open for a short time and the manager has implemented a detailed action plan to identify priorities and targets for future improvement. This shows a strong focus on the continual development of the pre-school provision. For example, staff recently implemented new systems of assessments to help track children's progress more effectively and enable them to see any gaps in children's learning. This helps staff identify where children need some additional support. Daily planning meetings mean that all staff are involved in reviewing and evaluating the activities. This helps staff reflect on how they can improve outcomes for children. The manager monitors the delivery of the education programme to support staff's ongoing professional development. All staff have allocated time during the week to complete their key children's observations and learning journeys. Parent's feedback is encouraged through the use of parent questionnaires and the manager uses the information to help shape the future of the pre-school provision. This highlighted that parents would like more details about the activities and the manager now makes this information available on a daily basis, as well as via the pre-school website.

The pre-school is an integral part of the school with children joining in some of the school's events, such as the school Christmas Play. Staff have strong links with the reception teacher and this helps them to prepare children for their move onto school. The staff work in partnership with parents, and they are clear of their role to liaise with other professionals when they identify children require additional support. Parents receive good information about the provision through the pre-school website, parent prospectus, newsletters and notices. Parents comment positively on how staff are a 'really caring team' and that they feel children receive 'a lot of personal attention' from the staff.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY466667
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	934178
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	40
<b>Name of provider</b>	St Michael's CE (VC) Primary School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01202290497

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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, which are usually the childminder's 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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