

Creech St Michael Community Pre-School

Hyde Lane, Creech St Michael, Taunton, Somerset, TA3 5QQ

Inspection date	11/09/2014
Previous inspection date	09/06/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		1
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

- Staff follow children's lead and extend their ideas; they involve children through encouragement and fun, so that all gain positive attitudes and enjoy their learning.
- The key person system is highly successful in helping children to form emotional attachments, so they settle quickly and are extremely happy.
- Staff work well as a team and are confident in understanding their roles and responsibilities. This is because the manager provides a good role model and effective supervision.
- Staff give children's health and safety the highest priority and consequently, children develop an extremely positive awareness of a safe and healthy lifestyle.

It is not yet outstanding because

- Staff occasionally over plan activities, which does not enable children to use their own imagination and creativity fully.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities indoors and outside.
- The inspector carried out a joint observation with the manager.
- The inspector checked safeguarding information and the premises.
- The inspector talked to the chair of committee, staff, parents and children present on the day of inspection.
- The inspector sampled documentation, including policies, procedures, children's development records and planning.

Inspector

Elaine Douglas

Full report

Information about the setting

Creech St Michael Pre-School is run by a parents' committee and opened at its current location in 2007. It operates from purpose-built premises set within the grounds of Creech St Michael Primary School, which is situated in the village of Creech St Michael, on the outskirts of Taunton. The building includes an open-plan playroom, a kitchen, an office, disabled facilities, toilets and an enclosed outside area. The pre-school has use of the school hall and outside facilities, including the school field, garden and woodland area. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 42 children on roll aged from two years and nine months to five years. The pre-school receives funding to provide free early education for children aged two, three and four years. It supports children with learning difficulties and/or disabilities and children who are learning to speak English as an additional language. The pre-school is open from 9am to 3.30pm each day of the week, during term-time only. There are seven members of staff. Of these, six members of staff have an early years qualification at level 3 and one has a qualification at level 2.

What the setting needs to do to improve further

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

- extend teaching in some adult-led activities, to encourage children to explore their creativity and imagination further.

Inspection judgements

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

Children make good progress in their learning and development because overall staff have high expectations for children's achievements. Staff complete good documentation in partnership with parents to identify children's development when they first start at the pre-school. They then observe children straight away and note what they can do. Staff include children's interests and next stages of learning in the planning, which provides a unique educational programme tailored to children's needs. This motivates each child to learn and ensures they have the best chance to make maximum progress. The ongoing and regular observations and tracking of children's progress over time show how they continue to develop.

Children make good progress in their key areas of development because staff provide effective support. Staff use social occasions such as circle time for children to learn each other's names and recognise their own. Children enjoy taking responsibility, such as collecting the name cards to put them away. They are very independent and through activities such as role play, they develop their physical skills. For example, children

confidently remove their shoes and put on dressing-up clothes. Staff give explanations to new vocabulary, such as camouflage, to encourage language and role model the correct use of words. Children enjoy whole group stories and staff use these opportunities to promote discussions afterwards. As a result, children are confident communicators and spontaneously verbalise what they understand. For example, at snack time, children discuss how milk comes from cows. Children are active learners, moving around the whole premises with control and coordination. They carefully climb up and down the steps to the outside area and pedal tricycles backwards and forwards, for example.

Staff are sensitive to children's thinking and value their independent activity, interacting at appropriate times to support or challenge learning. For example, during the inspection, children said they were going on a train journey. Staff joined in by asking where they were going. This led to children excitedly describing their journey, what they might see and what they would do when they get there. Staff extended this by suggesting they make tickets and listening to children's ideas, such as having books to read on the journey. As a result, all children and staff ended up taking part in the activity, extending learning through having fun together. This demonstrates children's good imagination and creativity. In addition, through good access to resources, children describe their paintings, make up stories and act out familiar experiences in role play. However, staff occasionally over plan adult-led activities. This leaves little scope for children to express their own creative ideas. For example, children learn about shapes and colours while icing biscuits but have limited opportunities to be imaginative.

Staff support children well in trying new skills, such as blowing bubbles, which encourages them to want to keep trying until they succeed. Staff encourage mathematical development throughout activities. For example, children describe the shape of their dough sausages as big, small, fat and long. They join in with counting rhymes and find the odd one out from a range of items. For example, children play instruments and state that the one made from wood is different to the other three. Children develop a positive attitude to learning and firm foundations in preparation for school.

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

Children are extremely happy, motivated and eager to learn. They show high levels of emotional security because of the excellent key person system and staff deployment. There are photographic displays of which staff are in each day, so that parents can talk to their children and reassure them who will be their special person if their key person is absent. Parents comment exceptionally positively on how they can approach the key person with any queries or concerns, or to discuss how they can help children at home. Staff empower children to become independent in their self-care skills, manage any conflict and communicate their needs. They provide an excellent level of support for children with special educational needs and/or disabilities. The Special Educational Needs Coordinator oversees the individual care and learning plans for each child with additional needs. She works closely with the key person and parents to ensure that children receive excellent support to help them reach their full potential. They establish links with external agencies and professionals and use the well-documented range of information to great

effect. In addition, the links with the adjacent school enable children to attend the premises and meet staff. This enhances children's feeling of security as they are able to slowly adjust to the forthcoming changes with familiar and highly supportive staff.

The learning environment provides children with independent access to resources that enable them to be active, show curiosity and build on their interests. The resources are clearly labelled and accessible to all children. This encourages them to choose what they want to play with and initiate their learning. To make the outside area accessible all year, the management team has had soft surfacing laid and canopies erected. Staff also provide additional boots and coats. This means that children can make best use of this space, which meets some children's preferred learning style exceptionally well. Staff take resources outside and children confidently go inside to bring more out according to their ideas. Staff use visual timetables and lots of communication aids to support children with language delay or those learning to speak English as an additional language. Through feedback from outside agencies, they have extended their furniture and resources to ensure children have a positive awareness of their own and each other's backgrounds. In addition, they have specialist equipment and toys for children with special educational needs and/or disabilities. This provides a highly inclusive environment and children develop an extremely positive awareness of their differences and similarities.

Staff have an excellent understanding of safeguarding children. They know the procedures to follow should they have a concern that a child may be at risk. This includes what to do if they should be unhappy with the way the designated person deals with a concern. Staff keep excellent records of children's health care plans and dietary requirements. They colour code these to easily identify children's key person and display them each day according to children's attendance. This means that staff are alert to any possible emergency situations or dietary requirements on a daily basis. Staff use excellent hygienic procedures to change nappies. Older children take care of their personal hygiene, getting a tissue to wipe their nose and washing their hands after using the toilet, for example. Children make excellent choices for their snack, such as noodles, muffins, fresh fruit or beans on toast, and can help themselves to fresh drinking water so they do not get thirsty. This is because staff follow government guidelines when planning the menu. Children enjoy daily opportunities to be outdoors and know to wear sun screen and a hat, and to keep in the shade when the sun is out. They explore nature in the forest area and take part in physical activities, all of which promote an excellent awareness of the importance of exercise and keeping safe and healthy.

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

The leadership and management team has a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. Staff carry out very effective risk assessments before children arrive and throughout the day to keep children safe. They closely monitor the arrival and departure of children, ensuring they only leave with a responsible adult. The main door then remains locked and the premises are secure. This ensures that intruders cannot enter the premises and children cannot leave

unsupervised. The designated person for child protection has attended two-day inter-agency training. All staff receive regular training and the manager displays extensive documentation in the staff room for staff to refer to. This helps to protect children's welfare. All required documentation is in place and organised well for the safe and efficient management of the pre-school. There are very good procedures in place to recruit new staff and ensure only suitable personnel care for children. The manager attends committee meetings to provide feedback and answers any questions so that they can monitor the quality of the provision. The manager has a good overview of children's development and ensures staff complete the progress check for two-year-old children at the appropriate time. This ensures that they identify any additional support to close any gaps in children's learning and development.

The management team uses good systems of self-evaluation, including gaining feedback from staff, parents and children. From this, the team has made some effective improvements, such as having a water dispenser so children can independently get a drink of water. It now uses a communication book for staff so that they are consistent with the information they receive and pass on to parents. There is also a whiteboard outside the premises informing parents of the day's activities, which helps them to talk to their children and extend learning at home. The management team has made major changes to the outside area and there are plans in place for further development. All new staff work with a mentor until they complete their induction programme and feel secure in understanding their roles and responsibilities. All staff have regular supervision meetings to discuss best practice and identify individual training plans. This ensures consistency in the good quality teaching.

There are good partnerships with parents, which ensure staff can support children's well-being and development. Staff invite parents to regular parents' evenings to share the development records and discuss children's next stages of learning. There is a separate room where parents can have confidential discussions with staff, which enables them to support parents and meet children's individual needs. The notice boards provide good information for parents, including the key person list, information on staff and their qualifications, and how to contact Ofsted, for example. Parents receive good information on the planning each week, which helps to support learning at home. Staff seek to share information with any previous setting children may have been to or any provider sharing care, to support learning and be consistent.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	142861
Local authority	Somerset
Inspection number	825807
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	42
Name of provider	Creech St Michael Community Playgroup Committee
Date of previous inspection	09/06/2009
Telephone number	07977 224412 or 01823444860

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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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