

# ABC Preschool at St Michaels

St. Michaels School, Leigh Road, Atherton, MANCHESTER, M46 0PA

## Inspection date

Previous inspection date

26/09/2014

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

- Practitioners have a good knowledge and understanding of how children learn and develop. As a result, they are planning interesting and challenging activities which meet the interests and needs of the children.
- There is an effective key-person system in place, which supports the emotional well-being of the children and encourages them to develop their independence.
- Partnership arrangements with the parents and primary school are well established. As a result, information is effectively shared and there is continuity of learning.
- Arrangements for safeguarding children are effective and clear policies and procedures are implemented well. Practitioners regularly refresh their knowledge and understanding to ensure this is accurate and current.
- Practitioners are supported by the manager and provider who are skilled and experienced. As a result, practice is monitored and practitioners have access to training courses which support their professional development.

### It is not yet outstanding because

- There are limited opportunities for the children to access the outdoor area and, consequently, some children are unable to make choices about what to play with and when.
- There is a limited variety of healthy food choices available to the children during snack time. As a result, some children are not fully learning about making healthy food

choices.

## 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 in the indoor and outdoor environment.
- The inspector held meetings with the provider.
- The inspector looked at observation and assessment records of the children.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation and improvement plan.
- The inspector took account of the views of the parents through the scrutiny of feedback gathered from the setting.

## Inspector

Suzanne Fenwick

## Full report

### Information about the setting

ABC Preschool at St Michaels was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in St Michaels Primary School, Atherton, Wigan. Children are cared for in the library, nurture room and the school hall. The provision is managed by a management committee who also operate five other provisions. It is open to children who attend St Michaels School. It operates from 3.15pm until 6pm term time only, the enclosed school grounds are available for outdoor play. The provision employs five members of childcare staff. All hold appropriate early years qualifications at level 2 and the manager holds an early years qualification at level 3. There are currently seven children attending who are in the early years age group.

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

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

- improve children's access to the outdoor area to ensure they can all make informed choices about where they want to play and the resources which they wish to use
- enhance the children's choice of healthy foods at snack time, to introduce them to a variety of healthy food choices.

## Inspection judgements

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

The indoor environment throughout this setting is stimulating, exciting and well organised into areas of continuous provision. There is a range of resources which are accessible to all children, enabling them to independently select what they want to play with. Practitioners know the individual children well in this friendly setting. Children are provided with plenty of opportunities to contribute to the planning of future activities through the use of comments boards. As a result, the children's interests and needs are being well met. Children are enthusiastic and curious learners. They are supported by skilled practitioners who have a good understanding of how to promote children's learning and development, and support the learning which is taking place in primary school. For example, children enjoy the opportunity to explore and experiment with a variety of creative materials and mark-making resources. Therefore, children are able to express themselves and enjoy the opportunity to discuss their creations with the practitioners. Practitioners record observations as a means of assessing the children's interests, and use these effectively to enhance the environment with challenging and purposeful activities.

Children at this setting are making good progress with their communication and language skills, and are provided with endless opportunities to talk to each other and the

practitioners. As a result, all children are developing into confident communicators. Practitioners are good listeners and give the children plenty of time to share their experiences with them. During play and activities the practitioners ask the children skilful, open-ended questions, which encourage them to think critically. Practitioners provide the children with a wide range of opportunities, activities and experiences to promote their small muscle control indoors. For example, children enjoy the opportunity to play with connecting straws and use these to engage in role play. As a result, children are developing a wide range of skills, which are supporting them to become keen and competent learners who are well supported with their next stage in learning and school. However, the arrangements for outdoor play do not always ensure all children have the opportunity to play outdoors during each session. Therefore, some children are not being given the full opportunity to make choices about where to play and the resources they wish to play with.

Children's needs are well met through practitioners' commitment to develop strong, close and effective partnerships with parents. Parents speak highly of this setting and the practitioners. For example, parents' state that they feel their children's learning and development is being enhanced by skilled and experienced practitioners. On entry, the child is assigned a key person who spends time with the parent and child obtaining detailed information about their child, such as their interests, likes, dislikes and favourite things. This information is used as a starting point to plan for the child's future learning and care needs, particularly in the first few days. Parents express that they benefit greatly from the opportunities they are provided with to share information regarding their child's learning and development, and how this supports the child's experience at school. As a result, children receive continuity in their learning.

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

There is an effective key-person system in place, which ensures that children are making strong attachments and bonds with the practitioners and that their emotional well-being is consistently supported. Parents have a good understanding of the key-person role and speak highly of the practitioners in the setting. Children demonstrate their sense of security as they confidently seek out their key person and other practitioners, to share their achievements and request them to play games and partake in activities with them, for example, children enjoy completing jigsaw puzzles with practitioners, who use praise to encourage the children. As a result, children appear to feel safe and secure within this setting, which has a positive impact on their learning and development. The process to help children settle into this setting is effective. Parents are encouraged to visit the setting with their child to familiarise them of the surroundings. The setting has excellent links with the primary school and teachers. As a result, the children's care needs are discussed and well met.

Practitioners greet and welcome the parents into the setting and share information about their child's achievements at the end of each session. This ensures that the children feel valued and cared for, and that relationships with parents remain strong. Parents and children complete an All about me form upon entry, which provides the practitioners with detailed information on the child's care routines, likes and dislikes and interests. In

partnership with parents, the practitioners tailor the care they provide for each individual child. As a result, the children settle into this setting quickly. Practitioners take time to talk to the children about their feelings and emotions, and the experiences they have had during their day at school. Practitioners support children to manage their behaviour, as they offer sensitive reminders about sharing and taking turns. Children are demonstrating a secure level of understanding of the behavioural expectations and demonstrate good self-control. Children are polite and respectful towards each other, playing with and alongside their peers, sharing resources and taking turns. As a result, the behaviour within this setting is good.

Children are thriving in this setting as they are encouraged to be independent and manage their own personal care needs, where appropriate. For example, children go independently to the toilet and wash their own hands thoroughly without practitioners needing to prompt them. Practitioners support younger children by explaining to them why they need to wash their hands and sensitively reminding them to do so. The setting provides children with a daily snack. Mealtimes within this setting are very sociable and practitioners use this time to talk to the children about the different foods which they are eating. However, there is a limited variety of fresh fruit and vegetable available. As a result, not all children are developing a good knowledge of healthy food choices. Children independently serve themselves and, as a result, they are further developing skills which they require during school. Children have some access to the outdoor area. They are encouraged to develop a good understanding of personal safety as they engage in road safety activities, in line with the school curriculum.

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

Practitioners have a good knowledge and understanding of how to safeguard and protect children. They are aware of their responsibilities and know what to do and who to contact in the event of a cause for concern. Policies and procedures are concise and known by all practitioners. Practitioners have all attended appropriate safeguarding training and, as a result, they have current and accurate knowledge. The manager ensures that all practitioners regularly update and review their knowledge and understanding of existing and new policies during regular staff meetings. Risk assessments and daily checks of this setting are thorough, which ensures that children are well protected within a safe and secure setting. Qualified and experienced practitioners are effectively deployed throughout the setting. As a result, children are constantly well supervised to ensure they remain safe. There is a robust recruitment and selection process in place. Consequently, they have recruited a strong team who are experienced and well supported within the setting. Appropriate checks are carried out on all adults who work directly with the children to ensure they are suitable. There is an effective induction procedure in place for new practitioners to ensure they are fully aware of their and others roles and responsibilities. The provider and manager are committed to the continuous professional development of all practitioners, which is consistently reviewed during regular team meetings and annual appraisals. Practitioners training needs are also identified during this time. As a result, practitioners are encouraged to access appropriate training courses to meet their individual needs and share good practice amongst each other.

The provider has a good knowledge of the Early Years Foundation Stage and her responsibilities to meet both the welfare requirements and the learning and development requirements. The manager is responsible for monitoring the quality of practice across the setting. As a result, the setting is supporting the children well and contributing to them making good progress. The manager sets high standards for the quality of the provision. She regularly reflects on the practice and provision. Subsequently, she sets actions for improvement, and all practitioners actively strive to achieve these, to ensure that the setting is continuously developing. The manager works closely with the provider and other settings, to ensure they are sharing good practice and learning from each other. As a result, they are continuously improving the experiences and opportunities made available to children.

Practitioners have a good understanding that developing strong relationships with parents and the primary school has a significant impact on the children's learning and development and the care which they provide. Practitioners build and maintain strong partnerships with parents through taking time each day to discuss their child's learning experiences and achievements, as well as their care needs. The manager operates a clear and effective open-door policy where parents are invited and welcomed into the setting on a daily basis. Parents state that they appreciate the information which is shared with them, in particular any messages passed on from school. The manager has established effective partnership working arrangements with the primary school, which contribute to meeting the children's needs and supports them with their learning and development across both settings.

### **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

<b>Unique reference number</b>	EY476588
<b>Local authority</b>	Wigan
<b>Inspection number</b>	966912
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	16
<b>Number of children on roll</b>	7
<b>Name of provider</b>	ABC Pre-School Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07873762113

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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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