

St Michael's Christian Pre-School Playgroup

Norton Church Centre, Maynard Avenue, STOURBRIDGE, West Midlands, DY8 3EE



Inspection date

24 March 2015

Previous inspection date

11 July 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children's emotional well-being is exceptionally well supported because partnerships between staff and parents means that children are nurtured and valued as individuals. All children build bonds with their key person, which means they are happy and settled.
- Children are protected from harm because management and staff attend relevant safeguarding training to support their practice. This means that they understand the role they play in ensuring that all children are kept safe from harm.
- Exceptionally well laid out activities and toys sparks children's imaginative play. Children flourish because they learn through playing together. Children's physical development is supported because they have many opportunities to move around and play outdoors.
- Partnerships with professionals strengths the support that is given to children with special educational needs and/or disabilities. Staff endeavour to provide all children with the individual help and support that they need. For example, they use sign language which helps makes the setting inclusive to all children.

It is not yet outstanding because:

- Management has not yet fully embedded a system to precisely monitor the progress that children are making overall, to enable them to sharply focus their teaching so that all children make rapid progress.
- Performance management does not focus precisely enough on ensuring that the quality of teaching promotes children's attainment at the highest level. This is because staff do not have opportunities to share their good practice with each other.

What the setting needs to do to improve further

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

- enhance systems to monitor children's overall progress, to show more clearly the progress that different groups make and enable staff to focus sharply on areas for targeted teaching
- develop the systems for building on the good teaching that takes place further, for example, by encouraging staff to share good practice with each other through observing each other at work.

Inspection activities

- The inspector observed activities in the indoor and outside areas used by children.
- The inspector spoke to the chair of committee, manager, staff and children throughout the inspection and took account of the views of parents spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff and volunteers working with the children.
- The inspector looked at a sample of records and policies relating to children's learning, welfare, health and safety.
- The inspector and manager carried out joint observations of staff teaching children.

Inspector

Julia Galloway

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children have many opportunities to make choices about what they would like to do. The quality of teaching is consistently good and all children make good progress. Staff use questioning well. They ask children about what they are doing and give them time to think and respond. When children build a tall tower a member of staff asks 'how are we going to put more bricks on because it is too tall'? They then work together to find a solution. Staff adapt their teaching to support children's specific needs. During a mathematics activity they introduce basic addition and subtraction. For example, they ask more able children to 'add two more' or 'how many when I take one away'? They also include other children by asking them to count items up to three. All children's progress is monitored by their key person who maintains records about their learning and development. The manager has begun to collate this information to enable her to track groups of children's overall progress. However, this system is not yet precise enough to enable staff to focus sharply on areas for targeted teaching so that all children make rapid progress.

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

Partnerships with parents are very strong. Parents report that the provision is inclusive and supports all children and their families exceptionally well. They feel part of a community that includes them in their children's learning and development. Children gain key skills for independence that prepare them in readiness for school. At the snack cafe they select their name and then serve their own food and drinks. They are extremely confident to do so and they skilfully pour from jugs and spread toppings onto toast. Children's understanding of how things work is developing because they use a range of resources that can be used imaginatively, in a variety of ways. Children are self-motivated, when playing outside with large boxes they decide to slide down a grass bank while sitting on them. They negotiate how to do this and help each other to do so. Children play well together because staff remain close by to successfully facilitate their play.

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

Leadership and management are strong because the staff and committee work together. They demonstrate secure knowledge about the requirements of the Early Years Foundation Stage. All staff and committee members are recruited appropriately. Most staff hold appropriate qualifications which means they have the skills and knowledge to fulfil their roles. They receive training that supports their professional development and have supervision meetings with managers. However, there is scope to develop this further to build on the good teaching that takes place by staff observing and reflecting on each other's practice. Staff work closely with schools that children move on to. Detailed information is exchanged and visits are arranged to ensure that children are well prepared for this move. A continual system of self-evaluation means that children benefit from continuous improvement to the provision, which supports their individual learning and development.

Setting details

Unique reference number	253939
Local authority	Dudley
Inspection number	864517
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	31
Number of children on roll	42
Name of provider	St Michael's Christian Pre-school Committee
Date of previous inspection	11 July 2011
Telephone number	01384 393647

St Michael's Christian Pre-School was registered in 1993. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3. The provision opens from Monday to Friday term time only. Sessions are from 9.15am until 12.15pm. The provision provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities.

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