

# St Gabriels Pre-school

Keysworth Road, Turlin Moor, Poole, Dorset, BH16 5BH



## Inspection date

15 April 2015

## Previous inspection date

26 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children enjoy their time at the pre-school, where they make good relationships with staff and one another. Staff are enthusiastic, caring and welcoming.
- Staff provide a stimulating environment, where children learn through play and exploration. Children can choose to play inside or outside according to their interests.
- There is an extensive range of resources that children can access independently to extend their own play and learning.
- Older children benefit from specialised outdoor sessions, which promote their social and language skills, and confidence in assessing risks and keeping safe.
- Effective partnerships with parents enable staff to meet individual needs well. Parents say that their children have made good progress and are well prepared for school.
- Staff make children's safety and well-being a priority. They have a secure understanding about child protection issues and the procedures to follow if they have concerns.
- Effective self-evaluation methods help staff identify and address areas for development that enhance children's experiences. For example, children now play outside in all weathers and staff promote learning well in this area.

### It is not yet outstanding because:

- Staff do not always share detailed information with other providers about children's development to promote consistency in their care and learning fully.
- Staff sometimes miss opportunities to encourage younger children to count, for example at snack time or when making shapes with play dough.

## What the setting needs to do to improve further

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

- communicate more effectively with other early years settings children attend, to promote consistency in children's care and learning further
- extend opportunities for younger children to count in spontaneous situations and everyday routines.

## Inspection activities

- The inspector observed children's activities inside and outside.
- The inspector talked to staff at appropriate times during the inspection.
- The inspector carried out a joint observation with the curriculum manager.
- The inspector looked at documentation, which included children's records and the safeguarding policy.
- The inspector talked to parents and took account of their views.

## Inspector

Brenda Flewitt

## Inspection findings

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

Children enjoy learning through play as they explore and investigate, using a vast range of interesting play equipment and resources. Staff are sensitive to children's individual needs and support them well in their learning and development. Staff promote children's language skills well as they join in with children's activities. They talk with children, naming objects, people and actions, which develops vocabulary and understanding. Young children enjoyed moulding dough into various shapes as staff described their actions such as 'squeezing', 'flattening' and 'squashing'. Older children learn to recognise their written name and benefit from small group activities with their key person. Some enjoyed a story, joining in with counting fruit and vegetables, others identified numerals and another group practised putting on their footwear independently. All this helps children gain skills, useful for starting school. Staff monitor children's learning effectively, which helps them to plan for their next steps and helps children make good progress from their starting points.

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

Staff get to know children well as individuals, which enables them to help children feel settled and secure. Children respond well to familiar routines and clear explanations. Staff teach children how to share equipment, take turns and respect one another. They regularly praise children, which boosts their self-esteem and confidence. Staff promote healthy lifestyles well. Children have daily fresh air and exercise. They develop good physical skills as they take calculated risks during outdoor play. Children learn to control wheeled vehicles over mounds of earth, balance on tree stumps and crawl through tunnels. Children enjoy nutritious snacks that promote their good health.

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

Staff are enthusiastic and work well together as a team. Effective staff deployment helps to keep children safe and provides good support for their learning. Management uses clear recruitment and induction procedures to check for staff suitability. They monitor staff well through supervision meetings and observations. Staff attend training regularly to update their knowledge to improve outcomes for children. For example, they have developed planning for the younger children to give them their own base area, resulting in young children's increased confidence. Managers monitor children's progress records and planning to help identify and address any gaps in learning. Staff involve parents in extending their children's learning at home, for example, by providing activities and books to borrow. Staff welcome feedback from schools and input from outside agencies. This enables them to plan effectively to support children well as they move on to the next stage of their learning.

## Setting details

<b>Unique reference number</b>	109593
<b>Local authority</b>	Poole
<b>Inspection number</b>	1005184
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	73
<b>Name of provider</b>	Parochial Church Council
<b>Date of previous inspection</b>	26 March 2014
<b>Telephone number</b>	01202 678333

St Gabriel's Pre-school registered in 1973 and is managed by a voluntary committee of Parochial Church Council members. They operate from Turlin Moor, Poole. The pre-school receives funding to provide free early education for children aged two-, three- and four-years-old. They are open each weekday from 9am to 3.30pm, during school term times only. The pre-school employs 11 staff, all of whom have a range of appropriate qualifications in childcare and education. The curriculum manager holds Qualified Teacher Status and is a qualified Forest School Leader at Level 3.

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