

# St Michael's Church Pre-school and Nursery

Old Vicarage, 24 North Road, Stoke Gifford, Bristol, BS34 8PB



## Inspection date

23 April 2015

Previous inspection date

31 October 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		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

- Staff work consistently across all rooms to deliver a good quality programme of activities and learning experiences for children. As a result, teaching is consistently good and children are stimulated, challenged and well prepared for their next stage in learning.
- Staff are skilled and confident teachers of mathematics. Therefore they maximise opportunities in play and routines to enhance children's learning in this area.
- Leaders effectively monitor the consistency of staff performance and provide staff with regular training opportunities. Therefore, staff are motivated as their skills continually enhance and this improves teaching which raises the overall outcomes for children. For example, staff have learnt sign language which they use with all children to support their language development.
- Staff provide an inclusive learning environment where all children have equal opportunities to thrive and staff regularly assess and plan experiences for their individual learning. As a result, all children make good progress in their learning and development including those with special educational needs and/or disabilities.
- Staff are caring and foster children's well-being. They build good bonds with children which helps them settle quickly as they feel emotionally secure. Well-established partnerships with schools mean staff prepare children well for their next stage.

### It is not yet outstanding because:

- Staff do not fully enhance children's learning about different cultures and beliefs.
- Staff miss opportunities to develop children's self-care, physical and independence skills at meal and snack times.

## What the setting needs to do to improve further

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

- enhance the opportunities for multi-cultural learning during the times when children choose their own activities, such as through enriching the range of accessible resources that promote diversity and reflect a range of cultural backgrounds
- maximise all of the learning opportunities at snack and meal times to build on children's self-care, physical and independence skills.

### Inspection activities

- The inspector had discussions with the manager and deputy manager at appropriate times during the inspection and in a meeting.
- The inspector observed activities and staff interactions with children in the playrooms and the outside learning environments.
- The inspector looked at documentation, including a sample of children's records, planning and records, and checked the suitability of staff and committee members.
- The inspector took account of the views of children, staff, committee members and parents spoken to on the day of the inspection, and of the provider's self-evaluation.
- The inspector completed a joint observation with the deputy manager of the setting.

### Inspector

Dominique Bird

## Inspection findings

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

Staff are knowledgeable and have a good understanding of how children learn and develop and plan a good range of experiences across all areas of learning. Some cultural festivals are celebrated and staff teach children about the lives of others around the world. However, during self-chosen play children have few opportunities to learn about the differences between themselves and others because there are fewer play resources to reflect a range of cultures. Staff demonstrate a commitment to working in partnership with parents and engage parents well. For example, they hold regular events where they get to know more about individual children as well as sharing tips and resources that parents can borrow to support their child's learning and development at home. Consequently, staff use this information about children to plan exciting activities that link to children's ever changing interests and achievements and offer some extension to their learning. As a result, all children are keen to play and learn.

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

Children of all ages flourish when playing outside and staff promote mixed-age play. This helps children build relationships with other staff and children, helping them move seamlessly in to the next room. Consequently, this supports children's social and emotional skills well. Staff teach children about healthy lifestyles in a variety of interesting ways. For example, they take part in small group activities where they learn about which foods, drinks and activities are healthy and unhealthy. This enhances children's knowledge which supports their physical development and their ability to make healthy future lifestyle choices. Meals and snacks provided for all children are well balanced. Staff miss some chances during meal and snack times for children to be independent. For example, food is served for them rather than using the opportunity for them to enhance their skills by serving themselves.

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

The staff team has a good knowledge of the safeguarding and child protection requirements, which they implement effectively. Staff have a good understanding of and are able to recognise potential signs of abuse, and report any concerns to support children's welfare. Good recruitment, vetting and induction procedures determine staff suitability to work with children. The website is informative for parents who use it to keep up to date with general news. Parents are complimentary commenting that, 'Staff are good teachers who make learning fun for children'. Effective self-evaluation enables staff to reflect on what is working well and action plan for any areas to improve. For example, they have developed an outdoor classroom so children can learn outdoors in all weathers.

## Setting details

<b>Unique reference number</b>	EY364556
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	828917
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	62
<b>Number of children on roll</b>	99
<b>Name of provider</b>	St Michael's Church Pre-school and Nursery Committee
<b>Date of previous inspection</b>	31 October 2008
<b>Telephone number</b>	0117 923 6395

St Michael's Church Pre-school and Nursery opened in 2008 and operates from a Victorian vicarage in Stoke Gifford, Bristol and is run by a committee. The setting is open each weekday from 8am to 6pm all year with the exception of bank holidays and one week at Christmas. The setting employs 23 members of staff who work directly with the children. Of these, 21 hold an appropriate early years qualification at level 3 or above and one has achieved Early Years Professional Status. The setting offers places for government funded early education grants for two-, three- and four-year-olds.

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