

# Abacus Pre-School@St.Michaels

St. Michaels C of E VC Primary School, Linden Close, Winterbourne, BRISTOL, BS36 1LG



## Inspection date

13 May 2015

Previous inspection date

29 March 2011

<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

- The staff have a sound knowledge of how children learn and develop and so provide good learning opportunities. Therefore, children make good progress from their relevant starting points.
- Children feel safe and secure in the environment. Consequently, they are confident to explore and investigate.
- Staff work in partnership with parents by supporting them well, involving them in their children's learning and providing opportunities for them to extend this at home.
- The manager and owners have a good understanding of their responsibilities and the requirements of the Early Years Foundation Stage. They are motivated to improve the provision. For example, they have developed a stimulating and exciting outdoor learning environment.
- All staff are fully aware of their safeguarding obligations and keeping the children safe is pivotal to their daily practices.

**It is not yet outstanding because:**

- Some of the routines during the session do not always meet the needs of all the children, such as sitting on chairs in a line for welcome time. Therefore, they are not able to enjoy continuous learning opportunities because not all children are able to see what is happening or be fully involved in the activity.
- Staff ask the children good questions but these do not always extend children's problem solving and thinking skills fully. For example, during water play, staff ask children 'What is happening?' but do not follow up their answers to extend their learning further.

## What the setting needs to do to improve further

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

- consider ways to adapt the routines to meet the needs of all the children's learning at all times
- develop further ways to extend children's problem solving and thinking skills.

## Inspection activities

- The inspector observed the quality of teaching, indoors and outdoors.
- The inspector examined a range of documents, including policies and procedures, and discussed these with the manager.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- The manager and inspector completed a joint observation.
- The inspector spoke to parents and considered their views.

## Inspector

Jean Essom

## Inspection findings

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

Children benefit from an environment where learning is positively promoted. The classroom they use has a good range of resources that are stored at child height so they can choose what they want to play with. Staff have prepared the outdoor area well as an outside classroom, providing all areas of learning for children who prefer to play outdoors. Staff use opportunities for teaching during the routines, such as counting when children line up to move around the school. Staff follow children's interests and allow them to lead their play so they engage wholly in their chosen activities. Staff are skilled at observing the children and planning opportunities for further learning, so the children make good progress. The children benefit from hearing good storytelling and they particularly enjoy personal stories about the travel experiences of staff. This helps children develop listening skills and also extends their understanding of the wider world.

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

The premises are extremely safe and secure, preventing any unauthorised access to children. The children enjoy seeing siblings around the school, helping them to feel safe and have a strong sense of belonging and well-being. The children learn to be independent in readiness for school in a variety of ways. They hang their coats up on coat pegs that are at child height and they wear slippers during inside play, meaning they practise taking off and putting on their shoes. When playing picnics, children are able to make toast and spread honey, learning their self-care skills through meaningful play. The staff praise children for their achievements, increasing their emotional well-being and self-esteem. They remind children to drink water so that they understand the need to keep healthy. Parents become involved in promoting healthy eating by providing fruit for snack, which children enjoy bringing in to the pre-school and discussing. The children develop their physical skills while riding bikes and cars but understand the need to ride safely and respect their friends.

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

The team works well together as they have regular meetings and daily briefings. They constantly talk to each other during the day to ensure they know the children's needs. The manager oversees children's assessments and ensures staff are working consistently to promote children's progress in all areas. The owners visit their staff team regularly, and all staff feel supported by regular supervision meetings and appraisals. The team has opportunities to visit other settings owned by the owners and share good practice and training. The management is committed to the professional development of their team. For example, staff have attended sign language training and use this effectively to support children's language, especially children who learn English as an additional language.

## Setting details

<b>Unique reference number</b>	EY412479
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	832001
<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>	24
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Learning Through Play Ltd
<b>Date of previous inspection</b>	29 March 2011
<b>Telephone number</b>	01454 867285

Abacus Pre-School@St Michael's is a private setting that re-registered in 2010, after changes in the organisation. It operates from St Michael's Church of England Primary School in Winterbourne. The children have use of a classroom and occasional access to the hall. There is a fully enclosed area suitable for outside play. The pre-school is open on Mondays to Fridays, from 9am to 3pm, during school term time. Four members of staff work directly with children. All staff hold relevant early years qualifications.

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