

St Gabriel's Early Years Group



St Gabriels RC Primary School, 283 Wilnecote Lane, Tamworth, Staffordshire, B77 2LF

Inspection date	6 January 2016
Previous inspection date	18 January 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Highly effective leadership and the ambitious goals of managers and staff ensure standards are high and excellence is maintained. The management of staff's performance is thorough and self-evaluation is used astutely to drive continuous improvement.
- The environment is exciting and vibrant and children are inspired to learn and explore. Activities capture children's interest and provide high levels of challenge that significantly enhances their learning.
- Staff are immensely knowledgeable about children's individual needs and the different ways they learn and develop. Children make highly significant and sustained progress in all areas of development in relation to their starting points.
- Safeguarding remains at the forefront of everything staff do. They work extremely closely with parents and other professionals working with the children to reduce any risk of harm to children.
- The excellent key-person system enables staff to focus exceptionally well on children's individual care and learning needs. Children enjoy secure attachments with staff. Their individual needs are extremely well met.
- Excellent communication between staff, parents and other professionals ensures continuity of care and learning for all children. Children who speak English as an additional language, disabled children and those with special educational needs flourish and make excellent progress.

What the setting needs to do to improve further

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

- consider providing even more opportunities for children to enrich their already excellent exploration and problem-solving skills.

Inspection activities

- The inspector held discussions with the manager at appropriate times during the inspection and held a meeting with the manager.
- The inspector observed children's activities and staff teaching inside and outside.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records. She checked evidence of staff's suitability to work with children.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection. She also took account of the provider's self-evaluation.
- The inspector completed a joint observation with the manager.

Inspector

Susan Rogers

Inspection findings

Effectiveness of the leadership and management is outstanding

Arrangements for safeguarding are highly effective. Staff have an exceptional understanding of child protection procedures. They are fully aware of who to contact if there are concerns about children. Robust recruitment and induction procedures ensure all adults caring for children are suitable. Professional development opportunities for staff are given top priority by leaders. Staff are skilled in observing each other to help them continually enhance their practice. Partnerships with parents, the host school and other agencies quickly identify issues and any areas where children may need help, including speech and language delay. Parents speak very highly of the setting and are happy with the exceptional care their children receive. The views of children, parents and staff provide a strong foundation that successfully supports the continuous enhancement of this high-quality service.

Quality of teaching, learning and assessment is outstanding

Children are very able and confident communicators. Staff skilfully engage children in activities that encourage them to use their creative ideas and to be adventurous. Staff expertly understand how individual children learn and skilfully adapt activities to promote rich learning experiences. They carefully plan so that children are motivated to learn. Well-read stories provide inspiration for children's imagination and creativity. They listen avidly to a story confidently voicing their opinions about what happens next. Children enjoy the challenge of making colourful footprints on paper with Wellington boots and paint. The activity is extended as they make handprints and footprints with model animals. The generous staffing levels enable staff to support children individually. Staff extend children's language skills as they play 'silly soup'. Children confidently use numbers and counting, and use positional language to help make sense of their environment. There is scope to provide even more opportunities for children to enrich their exploration and problem-solving skills.

Personal development, behaviour and welfare are outstanding

Innovative planning promotes children's independence to the highest level. Staff skilfully encourage children to solve problems and work together as a team. Children adeptly help staff roll out large sheets of paper and discuss with each other how they can use tape to secure it to the floor. Snack time is used exceptionally well to promote children's independence. Children clearly identify healthy foods during discussions. Children's behaviour is exemplary. They have a great enthusiasm for learning as activities are immensely stimulating. Children learn how to keep themselves safe as they handle equipment with increasing skill and confidence. These activities promote children's high levels of understanding of how to keep themselves safe and healthy.

Outcomes for children are outstanding

Children are eager learners and make rapid progress in their development from their starting points. All children develop excellent skills that prepare them exceptionally well for school.

Setting details

Unique reference number	218233
Local authority	Staffordshire
Inspection number	865729
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 17
Total number of places	32
Number of children on roll	61
Name of provider	St Gabriel's Early Years Management Group Committee
Date of previous inspection	18 January 2012
Telephone number	01827250903

St Gabriel's Early Years Group opened in 1998 and is run by a voluntary management committee. The setting employs 10 members of childcare staff. The manager is qualified to level 6 and all other staff hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during school term time only. Morning sessions are from 9am until 12 noon and from 12.30pm until 3.30pm. Before- and after-school sessions run from 7.45am until 9am and from 3.25pm until 6pm. The setting also runs during the school holidays for school-age children from 8am until 6pm. The pre-school provides funded early education for two-, three-, and four-year-old children. It supports disabled children and those with special educational needs, and children who speak English as an additional language.

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