

St Michael's Family Centre

St Michael's CofE Primary School, Saddlebow Road, KING'S LYNN, Norfolk, PE30 5BW



Inspection date

Previous inspection date

11 February 2016

3 May 2011

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

- Children's personal, social and emotional development is always at the forefront of staff practice and at the heart of everything they do. Children develop warm, affectionate relationships with their key person and confidently approach them for guidance, support and reassurance.
- Children engage in highly motivating and challenging activities. They develop their knowledge and understanding through skilful support and timely interactions from staff. They are very mindful of the individual learning styles of children in their care.
- Staff quickly identify children who require additional support and work very well with families and other professionals involved in their care. Precise, targeted plans are expertly delivered by staff and help to ensure all children reach their full learning potential.
- Children make excellent progress in their development, and assessment of children's learning is extremely precise and accurate. This includes rigorous monitoring of different groups of children across the setting to ensure that they all make rapid progress from their individual starting points.
- Excellent partnerships with parents are in place which enable children to benefit from a coordinated and highly supportive approach to their care, learning and overall welfare. Parents are extremely positive about the setting and its services.
- The management team demonstrates an outstanding vision and dedication to providing children with high-quality care and education. A very secure programme is in place for the ongoing monitoring and evaluation of the setting to ensure children benefit from a highly stimulating and continually evolving provision.

What the setting needs to do to improve further

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

- implement the plans to further extend partnership working with feeder schools and evaluate their effectiveness.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with a deputy leader.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Carly Mooney

Inspection findings

Effectiveness of the leadership and management is outstanding

Arrangements for safeguarding are effective. Robust recruitment and induction procedures help to ensure that only those suitable are able to work with children. Staff demonstrate a very secure understanding of local safeguarding procedures and attend regular training. An extremely passionate staff team works rigorously to provide a high-quality provision for all children. Staff work at a consistently high level and frequently access training to continually enhance the excellent skills and practices that are already in place. Managers have identified training in specific language support which is used by the feeder schools. They are looking to provide an even more coordinated approach to children's learning and further enhance the excellent partnerships in place with the schools. Staff's performance is consistently monitored through regular observations of their practice. Supervision and appraisals are also used as part of the ongoing reflection of the setting and its needs.

Quality of teaching, learning and assessment is outstanding

Children are enthusiastic and active learners. They delight in the wealth of exciting learning opportunities at the setting and begin to develop a curiosity that will support their future learning very well. Staff encourage children to use their imagination and provide high-quality sensory experiences. Young children confidently construct space ships and snails from dough and dry pasta. Babies explore baby shampoo. They slide their hands through the mixture and are curious about the sound they make when they squeeze their hands together. The development of children's language is given high priority by staff. Children are quick to receive additional support where required. Staff build children's vocabulary by giving choices and consistently modelling clear language. Parents are constantly informed of the progress their children make. They share their own knowledge of their children's learning and interests at home, which is highly valued by staff.

Personal development, behaviour and welfare are outstanding

Staff demonstrate an exceptional and insightful understanding of the families and children in their care. Staff have high expectations of children's behaviour. Children understand the rules and boundaries in place. They flourish as they learn useful social skills, such as kindness, consideration and how to negotiate and take turns. Children learn about the benefits of a healthy diet. They collect eggs from the chickens and learn how to care for animals. Children face challenges in their physical play. They negotiate an obstacle course, passing a hoop over their bodies and crawling through a tunnel. Staff support children to develop their balancing skills. They are encouraged to walk slowly across the plank with their arms outstretched. A thorough process of risk assessment helps to ensure that children play in a safe and suitable environment.

Outcomes for children are outstanding

Children make excellent progress in their learning from their individual starting points. They are very well supported in activities and gain essential skills in readiness for their move to school. Very secure monitoring of the educational programmes and children's individual progress ensures that any gaps in learning are quickly identified and effectively planned for.

Setting details

Unique reference number	EY411778
Local authority	Norfolk
Inspection number	874267
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 - 11
Total number of places	65
Number of children on roll	102
Name of provider	St Michael's Family Centre Committee
Date of previous inspection	3 May 2011
Telephone number	01553 770 439

St Michael's Family Centre was registered in 2010. The setting employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications ranging from level 2 to 7. This includes the manager, who has a master's degree, and two senior leaders with Early Years Professional status and Early Years Teacher status. The setting opens Monday to Friday for 50 weeks of the year. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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