

Mount Carmel Pre-School and Wraparound Care



Mount Carmel RC Primary School, Downsell Road, REDDITCH, Worcestershire, B97 5RR

Inspection date

5 May 2016

Previous inspection date

27 November 2008

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

Summary of key findings for parents

This provision is good

- Children thrive in this welcoming and friendly setting. They settle quickly and form close bonds with caring staff. Children thoroughly enjoy attending and are very happy as they play and learn.
- The provider has a clear vision for the future and is committed to providing a high-quality provision. Staff are dedicated and work closely as a team to evaluate the provision and focus on areas for improvement.
- Staff work effectively with other professionals. They liaise consistently with local schools to ensure children develop the skills they need for their future learning. Teachers are invited to visit children in the setting and learning documentation is shared. This helps ensure that children are emotionally secure when the time comes to move on to school.
- Staff place a high priority on helping children develop a broad range of physical skills. Children are extremely active learners, both indoors and outside.

It is not yet outstanding because:

- On occasions, the planning for children's next steps in learning is not always as sharply focused as it could be to promote more rapid progress.
- Staff do not always adjust their teaching effectively during group activities. This means that younger children are not always fully engaged in learning as staff focus their attention on older or most-able children.

What the setting needs to do to improve further

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

- focus even more sharply on what individual children need to learn next and help promote more rapid progress in children's learning
- adjust the planning and teaching of group activities accordingly when working with children of mixed ages and abilities.

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 held a meeting with the provider and the manager.
- The inspector spoke to children and staff during the inspection and completed a joint observation with the manager.
- The inspector looked at children's learning records, the planning documentation and a range of other documentation.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good understanding of child protection issues and the procedures to follow if they are concerned. Staff maintain consistency in children's care through their effective communication with parents and the other settings that children attend. The provider places a strong focus on the professional development of staff. Staff are supported to attend further training and obtain higher qualifications to enhance their skills. Many staff are now qualified to degree level and this helps to improve outcomes for children. The manager has a good overview of the progress that children are making. This ensures that any gaps in learning are identified and addressed.

Quality of teaching, learning and assessment is good

Staff create a rich and exciting learning environment for children. Staff and children start the session with a vigorous aerobics session to help them all prepare for the busy day ahead. Children are focused and enthusiastic as they move to the beat of the music. Staff promote children's mathematical skills effectively. They help children learn about measure and capacity as they encourage them to fill and empty water containers. Staff develop children's language well. They ask children about what they are doing or making. Children are imaginative in the mud kitchen where they pretend to make a variety of meals for staff and each other. Younger children have varied ways they can develop the small muscles in their hands in preparation for writing. They assemble small-world figures and connect construction pieces to build tall towers.

Personal development, behaviour and welfare are good

There is a sense of stability in the setting as many staff have been employed for a considerable period of time. Staff promote healthy eating and lifestyles. Children enjoy a range of nutritious snacks. They take part in a wealth of physical activities and thoroughly enjoy spending time playing in the on-site school grounds. Under the close supervision of staff, they climb trees and balance and jump across large tyres. Children behave well. Staff are good role models and use a range of strategies to promote positive behaviour. Children follow the simple rules of the setting. Staff choose a child to be a special helper and children show great pride as they carry out simple tasks.

Outcomes for children are good

All children, including those in receipt of additional funding, are making good progress in their learning. Children show a good attitude towards learning. They are confident talkers and are developing early literacy skills. They confidently find their name cards to register themselves at each session. Older children are starting to write their names. Children use numbers and counting skills routinely in their play. The strong focus on physical activity means that children are using their small and large muscles with increasing skill. Children are learning to be independent. They pour their own drinks, tidy away toys and clear the tables after mealtimes. Children gain a range of valuable skills and are well prepared for the next stage of their education at school.

Setting details

Unique reference number	EY371211
Local authority	Worcestershire
Inspection number	849726
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	2 - 11
Total number of places	40
Number of children on roll	56
Name of provider	Maire Childcare And Education Services Ltd
Date of previous inspection	27 November 2008
Telephone number	01527 550341

Mount Carmel Pre-School and Wraparound Care was registered in 2007. The setting employs 15 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and four are qualified to degree level. One member of staff holds early years teacher status. The pre-school offers sessions from 8.45am until 3pm during term time only. The out-of-school club operates from 7.30am until 8.45am, and 3.10pm until 6pm during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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