

St Michael's Pre-school

St Michael's Woolmer Green School, London Road, Woolmer Green, Hertfordshire,
SG3 6JP



Inspection date

Previous inspection date

28 June 2016

3 November 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

- Staff astutely assess and promote children's learning. They expertly plan enabling activities to promote children's development and interests. For example, children and staff create a charity shop in the role play area. Children learn about prices and have fun coordinating outfits and accessories. They are very eager learners.
- Teaching is inspiring. For example, children find their name cards and, with the help of staff, they learn to write each other's names. Staff are passionate teachers and children thrive in their learning.
- Staff skilfully teach children about the importance of living healthy lifestyles. Children take part in a project about our body and they learn about food and portion sizes. Children exercise and monitor their heart beats as they prepare for sports day. They learn how keeping fit affects their well-being.
- Children are extremely independent. For example, they use knives and chopping boards to prepare their own snacks, showing great skills in using cutlery. Children manage their personal hygiene and are very positive role models for each other.
- Outdoor play is exceptional. Children explore a wide variety of activities and equipment that promotes all aspects of their physical development. For example, they enjoy swinging using a rope tied to a tree. Children learn to manage their speed and height as they have fun in the fresh air.
- The inspiring manager involves staff and parents in exceptional reflective practice. She conducts audits of play areas to analyse the learning opportunities for children and also evaluates staff's teaching to ensure that they challenge children to the maximum. The manager has high expectations of staff and children. Practice is ever-evolving.

What the setting needs to do to improve further

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

- continue to enhance the opportunities for children to develop an awareness of their own cultural backgrounds and those of others in their community.

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 the manager.
- The inspector held a meeting with the manager and provider. She held discussions with staff and looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views through written feedback and questionnaires.

Inspector

Karinna Hemerling

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff participate in child protection training and are extremely confident about their duty to safeguard children. They explain the steps to take should concerns arise. The manager inspiringly raises staff's and parents' awareness of safeguarding through regular workshops, discussions and questionnaires. Policies are in line with legislation and astutely shared with staff and parents. The highly qualified manager conducts exceptional supervision meetings with staff, who benefit from an abundance of training and excellent professional development. New ideas are constantly implemented. Children flourish in their learning.

Quality of teaching, learning and assessment is outstanding

Staff are extremely knowledgeable about children's learning needs and interests. They provide children with unforgettable activities. For example, children use pincers to add pompoms to plastic bottles. They learn to use stop watches and challenge each other in doing this activity faster. Staff skilfully engage children in learning about the world. For example, during the recent national referendum, children learned about democracy and voted for the book of the week. Staff expertly promote children's mathematical and computing skills. There are a number of programming and coding games and also different building toys. Staff plan daily group discussion, music, reading and science activities. The qualified staff carefully plan these to boost children's knowledge and skills. For example, children observe ripe fruit and a selection of real sea animals, using gloves and laboratory tools. Teaching and learning are exemplary.

Personal development, behaviour and welfare are outstanding

Children show great consideration with each other. For example, they make puppets using each other's photos. While playing with the puppets, children kindly speak of one another. Staff create innovative ways to work with parents, inviting them for consultation, training and events. They effectively promote children's backgrounds, celebrating festivals and teaching them about life in Britain. However, staff recognise that there is capacity to enhance even further the opportunities for children to learn about own cultures. Children cooperatively play and learn to manage their personal safety. They help staff to keep play areas safe. Behaviour is expertly managed with parents. Children are enthusiastically praised, confident and behave exceptionally well.

Outcomes for children are outstanding

All children, including those who speak English as an additional language and those with special educational needs, speedily learn through play. They benefit from activities that narrow the gaps in their development. For example, children build with large blocks outside and take turns in adding blocks and in analysing the steadiness of the tower. Children's imaginative play is innovatively promoted across all areas of learning. For example, they make-believe that the pompoms are guinea pigs and take them on adventures around the pre-school. Children are extremely eager communicators and achieve to their full potential and beyond. They are expertly prepared for school.

Setting details

Unique reference number	EY272315
Local authority	Hertfordshire
Inspection number	860820
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	22
Number of children on roll	31
Name of registered person	St Michael's Pre-School Committee
Registered person unique reference number	RP902071
Date of previous inspection	3 November 2011
Telephone number	01438815003

St Michael's Pre-school was registered in 2003 and is run by a management committee. It operates from a designated classroom within St Michael's Woolmer Green School. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and 5. Sessions are Monday to Thursday from 9am to 3pm, and Friday from 9am to 1pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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