

# St Michael's Pre-School

The Parish Centre, Upper Street, Tettenhall, Wolverhampton, WV6 8QF



<b>Inspection date</b>	21 September 2016
Previous inspection date	8 October 2012

<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
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

- The quality of teaching is good. Staff have a very good understanding of how children learn and develop. They plan activities that are responsive in meeting children's individual care, learning, and development needs.
- Children are active learners, who love to explore and investigate. They take part in a wide range of stimulating and interesting activities, which they enjoy. They make good progress from their starting points.
- Children's behaviour is good. The management team and staff are kind and caring. They act as good role models. They encourage positive behaviour and use praise effectively to support children's confidence and self-esteem.
- The committed and dedicated provider is effective in continually developing the pre-school. She is aided by enthusiastic staff and supportive parents. This helps to ensure identified improvements are achieved and outcomes for children are good.
- Children are confident and display good levels of self-motivation and independence during their play. They are respectful towards each other and demonstrate secure relationships. Children are well prepared for their next stages of learning, including the move to school.

### It is not yet outstanding because:

- Monitoring of individual children is in place. The manager is in the early stages of establishing the new systems to monitor the achievements and review the progress of different groups of children.
- Staff do not make the most of opportunities to share and use other languages spoken by children within the setting, so that all children hear and use a range of languages and begin to recognise the skills needed to speak more than one.

## What the setting needs to do to improve further

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

- establish and implement the new systems to monitor the achievements and progress made by different groups of children and use this information to assess whether the provision for different groups can be enhanced further
- increase opportunities for children to hear and learn other languages spoken by their friends.

### 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 pre-school manager.
- The inspector held a meeting with the pre-school manager/provider. She looked at relevant documentation, such as the pre-school's 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.

### Inspector

Julie Preston

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff, including staff new to the setting, have a good understanding of how to proceed and who to contact should they have any safeguarding concerns. Staff complete risk assessments and are vigilant in ensuring that children are closely supervised and play in a safe and secure environment. The manager supports staff effectively through regular observations of their practice, meetings and discussions. This helps to identify staff training needs to improve teaching and develop practice even further. Partnerships with external agencies and services help to meet children's needs well. For example, recently established partnerships with local health visitors have enabled the sharing of information about individual children's developmental milestones.

### Quality of teaching, learning and assessment is good

Staff make regular observations and assessments of children's learning to identify what children need to learn next. They provide a broad range of activities based on children's interests and individual needs. For example, activities are differentiated to meet the needs of the older and younger children in the group. Children are enthusiastic, confident and motivated to learn. They invite staff and other children to join in their play. Staff extend learning outdoors and provide a good range of experiences for children who prefer to learn outdoors. For example, they help children learn about the natural environment as they look for insects and bugs, and enjoy making mud pies. They adapt the activities well, enabling younger and older children to participate easily. Overall, staff support children's language skills effectively. For example, children are encouraged to learn new mathematical words as they weigh and make patterns using different sized bears. Staff support children's early literacy skills well. For instance, they teach children to recognise their written names.

### Personal development, behaviour and welfare are good

Staff have kind and caring relationships with the children. During a flexible settling-in period staff get to know the parents and gather information about their child's individual care needs. Children benefit from a welcoming and warm environment. Staff encourage a healthy lifestyle and healthy eating well. Children follow good hygiene routines, enjoy healthy snacks and plant vegetables in the pre-school garden. They take part in daily outdoor activities, which helps to promote their physical development. Children are independent and confidently manage their own toileting needs and hygiene at snack and meal times. Partnerships with parents are strong; and parents speak highly about staff and the pre-school provision and truly value the help and support they receive.

### Outcomes for children are good

Children make good progress from their starting points. Those who receive additional funding are making good progress and have targeted support, in order for them to make good progress in line with their abilities. Children develop good social skills and work well together as part of a team. These key skills prepare children well for the next stage in their learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	224970
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	1059461
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	St Michaels Pre-School Playgroup
<b>Registered person unique reference number</b>	RP517439
<b>Date of previous inspection</b>	8 October 2012
<b>Telephone number</b>	07791 940 235

St Michael's Pre-School was registered in 1996. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two at level 2. The pre-school opens from Monday to Friday for 44 weeks of the year. Sessions are from 9.30am until midday and midday until 2.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

