

Saint Michael's Ark

St. Michaels Church of England Primary School, Constantine Drive, PETERBOROUGH,
PE2 8SZ



Inspection date	14 October 2016
Previous inspection date	14 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children are happy and enjoy their time at pre-school. Staff plan stimulating activities to support their interests and consequently, children are busy learning throughout the day.
- Staff know children well and are especially skilled at supporting children's varying health care needs. Strong partnerships with outside professionals are embedded in practice contributing effectively to helping all children access the play and learning opportunities equally.
- Interventions to support children at risk of falling behind or in receipt of extra funding are very good. Children look forward to spending time with a visiting teacher and appreciate the highly stimulating activities she undertakes with them. This focused and timely intervention has a positive impact on children's learning and outcomes in their early years.
- Observations of children and the assessment of their progress are good. Staff know how to promote children's learning through play and have appropriate plans in place for children's next steps in learning. This means children have the challenge and stimulation needed to keep them focused and inspired to investigate and explore.
- Partnerships with other providers, including the host school are good. Staff liaise frequently and share information when necessary which is especially beneficial when children move from one setting to the other.

It is not yet outstanding because:

- Monitoring of staff performance is not always sharply focused on supporting staff in improving their teaching to a higher level. Not all staff are skilled in recognising and building on the spontaneous learning opportunities that arise during children's play.

What the setting needs to do to improve further

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

- enhance systems for monitoring staff performance to help them further develop their skills and provide the highest quality of teaching for all children.

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 and the provider's representative. 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

Jacqueline Baker

Inspection findings

Effectiveness of the leadership and management is good

The manager is well supported by the provider and has robust procedures in place to ensure children's well-being and learning needs are met. The arrangements for safeguarding are effective. Staff are knowledgeable about local procedures for reporting child protection concerns and know how to keep children safe in the setting. Staff undertake specialist training in this, helping them to identify any children who may be at risk of being exposed to extreme behaviours and views. Self-evaluation is used effectively to identify strengths and areas where the setting need to improve. Parents are valued partners and their involvement in children's learning is promoted successfully. Equally, parents share positive feedback about children's progress at pre-school and the skills of the staff supporting them.

Quality of teaching, learning and assessment is good

Staff provide a wide range of stimulating activities for children and know the importance of their role in supporting learning. Children confidently access toys and activities that interest them and are developing their concentration skills well. They enjoy reading books and happily sit with staff in a quiet corner, looking at pictures and eagerly turning pages of their favourite stories. Children learn to make marks by using a variety of resources and soon begin to recognise their names during routines, such as registration. Adult-led activities are a great favourite and specific areas of learning, such as mathematics, are effectively promoted. Children learn to recognise numbers during their play and begin to accurately count objects available to them.

Personal development, behaviour and welfare are good

Children are happy and confident at pre-school. Staff know children well and are skilled at helping them settle into new environments and routines. Children have plenty of opportunities to play outside in the fresh air and are learning to make healthy choices in the foods they eat. Independence skills are encouraged and children quickly learn to help tidy away or attend to their self-care needs, such as washing hands or toileting. Children learn how to stay safe because staff offer guidance, such as not accessing grassed areas in wet weather. Children are engaged in their activities and, as a result, behaviour is good. Staff offer sensitive and timely reminders when necessary to help children understand what is acceptable behaviour and what is not. For example, children are reminded about not climbing on the furniture.

Outcomes for children are good

Children's progress from their starting points is good. They benefit from the wide range of play and learning experiences available to them and demonstrate a keenness to learn. Preparation for children's move to school is thorough and this means children start school with confidence and the skills they need to progress well.

Setting details

Unique reference number	EY457411
Local authority	Peterborough
Inspection number	1066569
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	44
Name of registered person	Family Action
Registered person unique reference number	RP517161
Date of previous inspection	14 May 2013
Telephone number	07789691622

Saint Michael's Ark was registered in 2012. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday term time only. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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