

# St Michaels Preschool

St. Michaels Hall, Routh Lane, Tilehurst, Reading, RG30 4JY



<b>Inspection date</b>	1 November 2016
Previous inspection date	20 September 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- The committee does not have a clear understanding of its roles and responsibilities to ensure all the requirements of the early years foundation stage are met.
- Staff do not have a secure, up-to-date understanding of all safeguarding issues. The safeguarding policy and procedures are out of date. These weaknesses compromise children's safety and well-being.
- Staff do not keep all required records available for inspection, or store documentation securely to maintain confidentiality. They fail to record children's attendance accurately, as required.
- Staff do not use the information gained from observations and assessments to plan sharply enough for children's next steps in learning. Teaching is not always focused on what children need to learn next. Children do not make consistently good progress in their all-round learning and development.
- The committee and staff do not reflect on their practice effectively. They do not successfully identify the areas of the provision that are in most need of improvement.

### It has the following strengths

- Staff support children to recognise and celebrate differences in their wider community.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure the committee has a clear understanding of its roles and responsibilities, and monitors the provision effectively</li> </ul>	05/12/2016
<ul style="list-style-type: none"> <li>■ update the safeguarding policy and procedures so they are in line with the procedures of the Local Safeguarding Children Board, and include what to do if there are any concerns about members of staff or about children's welfare</li> </ul>	14/11/2016
<ul style="list-style-type: none"> <li>■ ensure that all staff have a secure and up-to-date understanding of all safeguarding issues, in order that any signs and symptoms a child may be at risk of harm are identified quickly and responded to in a timely and appropriate way</li> </ul>	14/11/2016
<ul style="list-style-type: none"> <li>■ ensure confidential information and records about staff and children are held securely and are accessible for inspection, including information about identity checks and vetting processes that have been completed for staff and the committee</li> </ul>	14/11/2016
<ul style="list-style-type: none"> <li>■ maintain a daily record of the names of the children being cared for on the premises, their hours of attendance, and the names of each child's key person</li> </ul>	14/11/2016
<ul style="list-style-type: none"> <li>■ take full account of the individual needs, interests and stage of development of each child, including those who need more support, and use this information to plan challenging and enjoyable experiences that cover all the areas of learning and support children's development effectively</li> </ul>	05/12/2016
<ul style="list-style-type: none"> <li>■ ensure that staff use observation and assessment effectively to accurately identify and plan for the next steps in children's learning.</li> </ul>	05/12/2016

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

- use self-evaluation to effectively identify any breaches of requirements and areas of weakness effectively, and take appropriate action to improve practice and outcomes for children.

## **Inspection activities**

- The inspector observed children's play during indoor and outdoor activities.
- The inspector looked at samples of children's assessment folders and records and discussed these with staff.
- The inspector spoke with the staff, children and parents at appropriate times throughout the inspection.
- The inspector held a meeting with the manager and spoke to a committee member on the phone.
- The inspector conducted a joint observation with the manager.

### **Inspector**

Melissa Cox

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Safeguarding is ineffective. The committee fails to ensure staff keep up to date with local safeguarding procedures. It fails to regularly update the group's policy documents to ensure they reflect Local Safeguarding Children Board procedures. Some staff do not have a secure knowledge of all the indicators that children may be at risk of harm.

Documentation, including confidential records that relate to children, is not stored securely in the shared premises. Staff fail to record the hours of children's attendance, as required. The committee demonstrates a poor understanding of its role as the registered provider. It fails to fulfil its statutory responsibilities to support staff and oversee the operation of the pre-school. For example, it does not ensure records to demonstrate staff suitability are available for inspection. It does not monitor practice or identify staff training needs to improve outcomes for children. The manager and staff suitably monitor gaps in children's learning. Parents say that they feel well informed about their children's learning.

### **Quality of teaching, learning and assessment requires improvement**

Staff provide a range of activities, but do not plan these effectively to build on children's existing skills or to help them achieve their next steps in learning. For example, the oldest children enjoy playing with the cars, rolling out shapes in the dough and reading books.

When staff support children's play, they miss chances to help extend learning as their interactions are very general and do not focus sufficiently on children's individual learning needs. The quality of teaching varies. For example, staff talk with younger children about what they are doing as they play. They introduce new words to develop their communication. In the older age group, activities, such as arts and crafts, are over-directed which limits children's creativity.

### **Personal development, behaviour and welfare are inadequate**

The weaknesses in staff's safeguarding awareness reduce their ability to assure children's welfare and safety. Staff do not all know how to recognise and respond to safeguarding concerns, and the committee and staff fail to protect information about children. Children are settled and approach staff when they need help. They learn about making healthy choices, for example as they talk about healthy lifestyles. Staff teach children the group's rules so they learn about behavioural expectations and they learn to value others.

### **Outcomes for children require improvement**

Children do not make the progress they are capable of due to lack of focused teaching support. They make some choices in their play and generally play well together. Their behaviour is generally good but it deteriorates when they are not suitably occupied or challenged in their learning. Children gain independence and basic writing, reading and number skills to prepare them for their move to school. Outdoors they develop their physical skills, for example, as they practise balancing and coordination on scooters. Children learn about diversity in the community; for example during Black History week they enjoyed learning traditional songs.

## Setting details

<b>Unique reference number</b>	509277
<b>Local authority</b>	Reading
<b>Inspection number</b>	1058777
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	St Michael's Playgroup Committee
<b>Registered person unique reference number</b>	RP909610
<b>Date of previous inspection</b>	20 September 2012
<b>Telephone number</b>	07594627139

St Michaels Preschool opened in 1965 and registered in 1992. It is located in the church hall of St. Michael's Church in Tilehurst, near Reading. The pre-school is open during term time on Monday to Friday from 9.15am until 12.15pm, with an optional lunch club on some days. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. A total of nine members of staff are employed to work with the children; of these, seven staff currently hold appropriate early years qualifications to at least level 2.

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.

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