

# St. Michaels Pre School

St. Michaels Church Hall, 2 High Road, Dartford, DA2 7EG



## Inspection date

18 April 2018

Previous inspection date

7 July 2015

<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 manager receives good support from the committee and works well with staff to provide children with good-quality care and education.
- The manager monitors individual and groups of children's learning well, to identify and quickly close any emerging gaps in their development.
- Overall, staff provide a good range of activities and experiences that encourages children's curiosity and enjoyment. Children are engaged and motivated to learn new things. All children make good progress in their learning.
- The manager and staff form close links with parents, outside agencies and other professionals, to meet children's individual needs. Parents say they feel the staff are great, that they meet their children's needs and help them to learn and behave well.
- Staff know the children and their families well. They help children to form close relationships with them and each other, to help them feel settled. Children develop a good sense of belonging and emotional security.

### It is not yet outstanding because:

- Some staff are not consistently as confident as others in using questions and commentary to help children to think and offer their ideas and answers in their play.
- Staff do not consistently encourage children to develop their interest in nature and the environment, to build further on their understanding of the world.

## What the setting needs to do to improve further

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

- encourage all staff to ask questions and talk more readily to children during their everyday activities, to encourage further their thinking skills
- use all opportunities to help children learn more about the environment around them and the natural world.

### Inspection activities

- The inspector and the manager conducted a tour of the setting and the areas used by children, including outdoors.
- The inspector spoke to the manager, staff and children at appropriate times during the visit and carried out a joint observation with the manager.
- The inspector spoke to parents to take their views into account.
- The inspector sampled records and documents, including policies, procedures, children's records and information used to determine staff suitability.
- The inspector spoke to some children about the activities they were engaged in and to find out what they liked doing at pre-school.

### Inspector

Stephanie Graves

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and all staff have a good awareness of child protection issues and how to respond to any safeguarding concerns relating to the children. They risk assess the environment well and take positive steps to keep children safe. The manager provides staff with good support, coaching and training, to improve their teaching abilities. For example, staff used recent training well to improve the learning experiences of individual children during group activities. The manager reflects well on the provision and works with staff and the committee to continually improve.

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

Staff engage well with children overall, and provide a stimulating environment in which all children are motivated to learn. They encourage children to make connections in their play, for instance, as they match different-sized bears to their corresponding beds during a matching game. They help children to develop confidence in group activities. For example, children delight in choosing an item that is hidden in a box and giving clues to the other children, to help them work out what the object is. Staff support children who prefer to play outdoors well. They encourage less-confident children to use equipment and support others to explore musical instruments, or sand play. Staff encourage children's hand and finger movements well, ready for writing. For instance, children pretend to write letters, insert these into envelopes and put them in a post box.

### Personal development, behaviour and welfare are good

Staff are good role models and praise children regularly for their achievements. They manage children's behaviour calmly and sensitively. All children learn to behave well and respectfully towards others. Staff help children to learn about playing safely, for example, as they use the slide or learn why they should not run indoors. Staff encourage them to manage everyday tasks for themselves, which particularly helps those who are getting ready for starting school. For instance, children confidently find their own coats and hats, visit the toilet independently and know where to put their cups after snack time.

### Outcomes for children are good

All children, including those for whom the provider receives additional funding, enjoy their time at the pre-school. They separate easily from their parents and carers, and quickly become engaged in their chosen activities. Older children recognise and find their names on cards as they arrive and begin to explore the sounds that represent letters and form words. They learn about quantity and explore capacity, for instance, in water play. They learn mathematical language, such as 'full' and 'half full', as they fill and empty jugs. Younger children and those new to the setting move around the play spaces confidently and join in and follow routines well. Children are well prepared for their future learning.

## Setting details

<b>Unique reference number</b>	127613
<b>Local authority</b>	Kent
<b>Inspection number</b>	1126855
<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>	41
<b>Name of registered person</b>	St Michael's Pre-School
<b>Registered person unique reference number</b>	RP522398
<b>Date of previous inspection</b>	7 July 2015
<b>Telephone number</b>	07765 024 181

St. Michaels Pre School registered in 1977 and operates from a church hall in Wilmington, in Dartford, Kent. The pre-school is open each weekday from 9.15am to 12.15pm, during term time only. There is an optional lunch club for school leavers in the summer term. The provider employs eight members of staff. Of these, three staff, including the manager, hold appropriate early years qualifications at level 3 and two hold qualifications at level 2. The pre-school receives funding for the provision of free early education to children aged two, three and four years.

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