

St Michael's Church Pre-School and Nursery

Old Vicarage, 24 North Road, Stoke Gifford, Bristol BS34 8PB



Inspection date	12 July 2019
Previous inspection date	23 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 thoroughly enjoy their time at this setting and are seen running eagerly into the building when they arrive. One three-year-old shared their view with others by shouting 'We're going to have such fun day today', as they skipped inside.
- There are very good relationships between staff and children. Children are happy and settle quickly into the warm and welcoming environment.
- Staff are positive role models and give consistent, calm reminders so children know what is expected of them. Children are very well behaved and have good manners. They develop the skills and attitudes needed for their future learning.
- Partnerships with parents are strong. Staff encourage them to share their views on the setting's parents' forum. They enable parents to join in their children's learning by providing home-learning ideas and resources they can borrow, such as a song sack, cooking box and treasure bag. This helps to ensure there is continuity of learning between the nursery and home.
- All children make good progress in their learning and development. Staff are skilled in providing interesting activities both inside and outdoors. Older children getting ready to move on to school particularly enjoy their learning, as they play in a pretend classroom and read laminated picture books of their future school.
- The committee supports a strong team of dedicated staff. The team has made positive changes since the last inspection. For example, staff give every child lots of opportunities to learn to be independent and make decisions about their self-care. Children playing in the garden can choose to return inside or use the outdoor lavatory.
- Staff miss chances to extend children's ideas and to maximise their learning when children are involved in activities of their own choosing.
- At times, staff do not consistently provide opportunities for younger children to use different technologies, to enhance their learning and development.

What the setting needs to do to improve further

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

- support staff to make better use of opportunities that arise to encourage children to think through their ideas and to develop their understanding as fully as possible
- extend children's exploration and use of technologies, and help them develop their skills and understanding of the world around them.

Inspection activities

- The inspector observed the interactions between staff and children in play indoors and outdoors.
- The inspector viewed the nursery website prior to inspection and documentation, such as operational policies, procedures and required records, including those for suitability.
- The inspector took into account the written and spoken views of parents.
- The inspector discussed children's learning and development with the acting manager and staff. She invited the manager to carry out a joint observation.
- The inspector viewed the pre-school and nursery improvement plan and discussed evaluation with a member of the committee, the acting manager and a senior member of staff.

Inspector
Jan Harvey

Inspection findings

Effectiveness of leadership and management is good

The manager regularly reviews children's development records with staff so that they can be confident their assessments of children's progress are accurate. They take swift action if any concerns are identified. Management has made good use of additional funding to improve outcomes for children, particularly their social development. There are good links with shared settings children attend and external agencies, which support children's continuity of care and learning. Safeguarding is effective. Staff are fully prepared to identify any concerns about a child's welfare and to respond and report them appropriately. Management regularly holds training, quizzes and discussions to help ensure staff's child protection knowledge. The committee and management monitor staff performance and identify regular training opportunities for individual staff, such as training to help improve communication skills in two-year-olds.

Quality of teaching, learning and assessment is good

Staff organise the play environments to provide activities and experiences to support children's individual next steps and ensure their good progress. For instance, they plan activities to help children develop their early writing skills and link this to their current interests. An example is children investigating insects in the newly planted flower and herb garden, then going to the outside classroom to draw them. Children develop good literacy skills. All ages enjoy listening to stories and confidently join in with familiar phrases. Older children enjoy retelling a story by looking at the pictures and then act out the story when they play outdoors. Children enjoy many activities to develop their imagination skills. For example, children take a helicopter on a long journey, finding out if it can fly upside down. Staff encourage all children to develop a keen interest in counting, shapes and colour. For instance, older children proudly count to bigger numbers and younger children shout out as they recognise shapes in the garden.

Personal development, behaviour and welfare are good

Staff are very warm and friendly and communicate with kindness and attention. Babies in particular build strong attachments with their key person. Staff give consistent messages that successfully help children to develop a good understanding of healthy lifestyles. For instance, children talk about making 'good choices' of food. Staff encourage children's physical health well. Children have fun using up their energy jumping and climbing on timber logs and apparatus. Younger children learn to push themselves around on scooters, and squeal with joy as they run as fast as they can from a hosepipe being squirted to water the flowers. Staff use good ways to prepare each child emotionally for moves through the nursery and into school.

Outcomes for children are good

Children gain the skills to help prepare them for their future learning. For example, they enjoy attempting to write their names and exploring numbers, shapes and counting as they play. Children learn how to keep themselves safe and how their actions can affect others. Older children remind each other that 'caring is sharing', as they take turns designing models with 3D shapes.

Setting details

Unique reference number	EY364556
Local authority	South Gloucestershire
Inspection number	10106353
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	62
Number of children on roll	90
Name of registered person	St Michael's Church Pre-school and Nursery Committee
Registered person unique reference number	RP909395
Date of previous inspection	23 April 2015
Telephone number	0117 923 6395

St Michael's Church Pre-School and Nursery opened in 2008 and operates from a Victorian vicarage in Stoke Gifford, Bristol, and is run by a committee. The setting is open each weekday from 8am to 6pm all year with the exception of bank holidays and one week at Christmas. The setting employs 23 members of staff who work directly with the children. Of these, 19 hold relevant early years qualifications, from level 3 up to early years professional status. The setting receives funding for the provision of free early education for children aged two, three and four years.

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