

Inspection of Making Friends @ St Michaels

St. Michaels C Of E Primary School, Sheep Bridge Lane, Rossington, Doncaster, Yorkshire DN11 0EZ

Inspection date: 29 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children remain safe and are supported to develop settled relationships with their key person. Management and staff have a clear understanding of what they want children to learn. They work with parents, carers and other professionals to support all children to build on their prior knowledge and skills. Children are encouraged to choose where they would like to play, when they review picture cards showing the range of activities on offer.

Staff have noted that the COVID-19 pandemic has had an impact on children's social and communication skills. Staff help children to learn how to socialise, behave well and play cooperatively with their peers. Children's love of books is promoted as staff select two books to read each day over the month. This helps children to become familiar with the story. It also supports children's communication skills as they begin to recall familiar parts of the story.

Children freely access outdoor play, where staff enable them to explore and take calculated risks. For example, under the close supervision of staff, children are supported to make an obstacle course out of crates and wooden planks. Children learn to balance and manoeuvre over the obstacle course. They then learn that when you place a wooden plank over one of the bricks it makes a see-saw. Children have great fun as they try to work out how to safely balance on each end of the plank as it moves up and down.

What does the early years setting do well and what does it need to do better?

- Staff plan opportunities for children to learn how to handle safety knives safely. Children are supported to develop control when chopping up their fruit at snack time. Safety knives and real vegetables are provided in the home corner, which allows children to practise their chopping skills.
- Children are encouraged to use their imagination and thinking skills as they build with bricks. Children carefully position the bricks as they excitedly work together to build a house. They learn if they use tape, they can stick the long bricks together to stop them from moving apart.
- Children's communication and language skills are promoted, generally, well. Staff chat to children as they play, talking about what they are doing. They repeat words clearly, which helps children to hear the correct pronunciation of words. This is especially helpful for children who speak English as an additional language and those with potential speech delays. However, staff do not consistently support children to answer the questions they ask to explore children's understanding and further extend their communication skills.
- When planning large group activities, staff do not always take account of children's varying abilities. This results in occasions where younger children's

interest is not sustained, and most-able children are not consistently challenged. When staff focus on individual children, supporting them in their chosen play or during specific planned activities, children are more effectively engaged and challenged.

- Staff use opportunities as they arise to support children's awe and wonder. For example, children identify that it is cold and frosty outside. When they then go outside to play, they enjoy exploring the ice in the water tray.
- Children recall their prior learning when making play dough. Staff introduce mathematical concepts and counting during the experience. For example, staff encourage children to identify when they have half a cup of salt. Children show awareness of which ingredient goes in next and when they must stir the mixture with a spoon or with their hands.
- Children choose when to eat snack and what fruit they would like to eat. Staff encourage children to drink water or milk as part of a healthy diet. They help children to identify the impact of exercise on their bodies as children explore the feel of their heartbeat after exercising. Children are supported to learn how to put their own coats on independently.
- Parents confirm how their children have settled into the setting. They explain how they receive regular feedback about their child through daily chats, messages sent via the online system or through regular parent's meetings. They confirm that their children have made progress. Parents of children who have special educational needs and/or disabilities explain how supportive the staff have been in meeting their children's needs.

Safeguarding

The arrangements for safeguarding are effective.

Clear recruitment procedures are followed to help ensure the suitability of staff working with children. Children are supervised well. Staff allow children to take calculated risks in a controlled environment. For example, when children try to position a plank of wood over a round tube, staff help them to consider the possible dangers of this. Staff have a clear understanding of a wide range of indicators of abuse. They are aware of the procedures they would follow if they had a concern about a child or staff member.

What does the setting need to do to improve?

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

- support staff to consistently encourage children to respond to questions asked to explore their understanding and further extend their communication skills
- consider children's full range of abilities when planning large group time activities.

Setting details

Unique reference number	EY556101
Local authority	Doncaster
Inspection number	10213821
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 at time of inspection	2 to 11
Total number of places	30
Number of children on roll	103
Name of registered person	Making Friends Partnership
Registered person unique reference number	RP533490
Telephone number	07787350797
Date of previous inspection	Not applicable

Information about this early years setting

Making Friends @ St Michaels registered in 2018. The provision opens term time only from 7.30am to 5.45pm, Monday to Friday, except for bank holidays. The provision employs six members of staff, five of whom hold appropriate early years qualifications at level 3 or above.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- This was the first routine inspection the provider received since COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together where the manager discussed the curriculum and what she wants children to learn.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector carried out a joint observation of an activity with the manager.
- Staff and children spoke to the inspector during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.

We carried out this inspection 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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