

Inspection of Creech St Michael Community Pre-School

Creech St Michael Church of England Primary School, Creech St Michael, Taunton,
Somerset TA3 5QQ

Inspection date: 28 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive happily at the pre-school, where friendly staff provide them with a warm welcome. Children separate from their parents with ease. Parents comment positively about the nursery and its staff.

Children show high levels of engagement in the well-resourced outdoor area. Children enthusiastically create concoctions, mixing porridge oats with hand-picked herbs. Children are considerate of one another. They take turns well, sharing out the water to make sure everyone who wants some gets some. Children take great pleasure in calling out when 'it's ready'.

There is a good link with the adjoining primary school. Children show respect as they walk to and from the school to use the hall. Visits to the school contribute towards making the transition for those children who go onto attend the primary school seamless.

Staff carefully plan to make sure they cover all areas of learning and development for children. Children repeat activities to practise and embed knowledge and skills. Children show confidence in asking staff for help. Children's free play is interrupted frequently. Adopted strategies, such as a sand timer, are not used consistently to support children to move on from one activity to the next. However, children are always keen to have a go and show perseverance. Children revel in their achievements and enjoy the well-deserved praise they receive from caring staff.

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

- Children know the daily routine and are met with readily accessible toys and resources, both indoors and outdoors.
- Staff plan carefully with a curriculum that covers all areas of development. Staff plan activities around the children's interests. They adapt this to meet the ever-changing interests of children. Staff make regular observations and evaluate activities to monitor children's progress. Staff share newsletters to ensure parents are kept up to date with what their children are learning.
- As children play and learn, they share and cooperate. Children play together and on their own with seashells to develop new ideas.
- Staff recognise when children may need extra help. They work in partnership with external agencies to support children to achieve well. Staff use a bucket full of interesting toys to gain the shared attention of the children.
- Children spend a lot of time doing what adults tell them; however, staff do not explain what they want children to do.
- Staff do not plan periods of routine, such as handwashing and mealtimes, as well as they could. Children tend to spend a long time waiting. Children can lose

concentration and participate in undesirable behaviours, such as climbing on chairs, running indoors and banging on tables.

- Staff encourage children to develop a love of books. They read regularly to children throughout the day. Children are keen to have stories read to them, listening intently, and they lean in to open flaps and turn pages.
- Skilled staff model tasks for children, use one-word prompts, such as 'look' and 'listen', when children need help to focus on the task at hand, and encourage children to have a go. Staff praise children and help them to understand their own feelings and emotions by talking to them about feelings of pride when they succeed.
- Staff and managers are responsive to any accidents that occur, and they risk assess appropriately.
- Children show motivation to learn, as they independently access and sit on their mats ready for morning registration.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive safeguarding training. The manager and staff know the possible signs that a child may be at risk of harm. The manager and staff know what to do if they have safeguarding concerns about a child. They understand how to act when they have concerns about the behaviour of adults. Staff know how to escalate their concerns if management do not take appropriate action. The manager and staff carry out risk assessments to maintain the safety and well-being of children. The manager has robust systems for recruiting staff and ensuring their ongoing suitability.

What does the setting need to do to improve?

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

- improve the way staff implement behaviour strategies to better support children to understand what is expected of them and when
- improve the training focus to gain the knowledge and skills staff need to teach children in an age-appropriate way
- improve communication between staff when there are changes in routine so that everyone knows what to do.

Setting details

Unique reference number	142861
Local authority	Somerset
Inspection number	10233557
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	32
Name of registered person	Creech St Michael Community Pre-School Committee
Registered person unique reference number	RP522265
Telephone number	01823 444860
Date of previous inspection	22 February 2017

Information about this early years setting

Creech St Michael Community Pre-School is run by a parent committee. It registered in 2007. It operates from within the grounds of Creech St Michael Primary School, in the village of Creech St Michael, on the outskirts of Taunton. The setting is open Monday to Friday, from 9am to 3.30pm, during term times. The setting receives funding for the provision of free early education for children aged two, three and four years. There are eight members of staff employed to work with children. Of these, one holds qualified teacher status, six hold appropriate childcare qualifications at level 3 and one holds an appropriate childcare qualification at level 2.

Information about this inspection

Inspector
Sophie Crocker

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke with the manager and chair of the committee about the leadership and management of the setting.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022