

Inspection of St Michael's Christian Pre- School

Norton Church Centre, Maynard Avenue, STOURBRIDGE, West Midlands DY8 3EE

Inspection date: 17 February 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children experience an inspirational learning environment at this setting. They make rapid progress in their development and display high levels of self-motivation.

Children are eager to learn and show enthusiasm as they participate in the activities on offer to them. Staff create a well-organised, creative environment which ignites children's curiosity. Children especially enjoy being outdoors and exploring the vast opportunities available to them. They use connecting materials to create rocket ships and climb inside. They describe how they are flying into space and crouch down to imitate their readiness for take-off. They count down to blast off and stretch up as they fly away. Staff encourage children to extend their ideas further and join in with their play. Outdoor resources are used creatively to provide play experiences for children. Rubber mats operate as slides on the grassy bank. Children climb up to the top of the bank and glide down using foam mats to sit on. Children show pleasure and confidence as they navigate the space outdoors.

Children's communication and language development are well supported. Staff discuss daily routines with children and teach them about the days of the week. Children join in as they try to name things which begin with the same letter as the day. Children laugh as they suggest different words. They sing songs which teach them about numbers, and practise songs they have created for upcoming special events. Children joyfully copy actions to songs and dance along to music during disco time.

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

- The setting implements a well-designed curriculum which prioritises children's emotional and personal development. Staff understand how children learn and incorporate their interests and individuality into the learning experiences they offer. Children are ready to transition to the next stage in their learning.
- Staff are proficient in their teaching methods. They provide an excellent balance of focused learning time and child-initiated learning. Children explore the environment, and staff skilfully identify teaching moments to feed specific learning targets into children's play.
- Children benefit from a range of learning experiences. They learn about the environment and how their behaviour and resources impact on the world around them. They learn to grow their own flowers and find out about birds. They enjoy visits from police officers, and learn to keep their teeth healthy during a visit from a dentist. Staff cleverly incorporate these new learning points into their daily plans to consolidate children's learning.

- Children behave extremely well. They play cooperatively with their peers and show understanding about how behaviour impacts on others. Staff are excellent role models to children and support them to resolve conflict calmly and swiftly. Children use manners without prompting and show care towards others.
- Children show high levels of independence. They manage a self-service snack area with confidence. They choose their own food and pour themselves drinks. They use the toilet area independently, and where children need support, staff considerately help them to build on their existing capabilities.
- Children with special educational needs make good progress. Staff thoughtfully adapt learning experiences to include all children. They plan specific intervention time for those children who need extra support to develop their communication and language skills. They work closely with parents to ensure children are supported effectively. They devise individual plans for children in cooperation with external professionals to provide consistency of care for children.
- Parents express high levels of contentment with the care their children receive. They describe how they are included in decisions made about their children's learning and the nurturing relationships which have been built with staff. They talk about the consideration they are given as parents and the involvement of them as a whole family unit. Parents comment on the progress their children make and the dedication of the staff team.
- Leaders are successful in ensuring staff develop their knowledge and skills continuously. They identify development points with staff and review the impact of any training which has been completed. Leaders create improvement plans which are acted on and are committed to increasing their own knowledge and skills. They work closely with external agencies to find out about local information which could impact children's development. Children therefore, experience a high-quality learning environment.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is prioritised. Safeguarding practices are threaded throughout all aspects of the provision. Staff understand the importance of making strong connections with families and external agencies to keep children safe. Staff know signs which may indicate a child is at risk of harm and are confident about what they need to do. They are aware of a range of safeguarding matters and understand the vulnerability of children. Leaders ensure that staff attend safeguarding training and are aware of their roles and responsibilities in leading safeguarding practice. Staff are aware of fire evacuation procedures, and risk assessment processes are robust across the provision.

Setting details

Unique reference number	253939
Local authority	Dudley
Inspection number	10264323
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	32
Name of registered person	St Michael's Christian Pre-school Committee
Registered person unique reference number	RP909050
Telephone number	01384 393647
Date of previous inspection	12 June 2017

Information about this early years setting

St Michael's Christian Pre-School registered in 1993. The setting employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The provision opens from Monday to Friday, term time only. Sessions are from 8am until 3pm. The provision provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Christine Ward

Inspection activities

- This was the first routine inspection the pre-school 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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and the deputy manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- 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.

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 2023