

Inspection of St Michaels Preschool

St. Michaels Hall, Routh Lane, Tilehurst, READING RG30 4JY

Inspection date: 18 March 2024

Overall effectiveness	Inadequate
------------------------------	-------------------

The quality of education	Inadequate
--------------------------	-------------------

Behaviour and attitudes	Inadequate
-------------------------	-------------------

Personal development	Inadequate
----------------------	-------------------

Leadership and management	Inadequate
---------------------------	-------------------

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is inadequate

The provider, who is also the manager at the pre-school, has addressed the actions raised from the last inspection findings. However, she has failed to ensure the training undertaken since this has been implemented effectively to improve the quality of education. Therefore, children's learning and development is not adequately supported. In addition, there are weaknesses in risk assessment that mean children's safety can not be assured.

Children demonstrate that they are generally happy, and they make choices in what they want to do. Staff interact with the children accordingly. However, the quality of teaching provided is not ambitious or reliably planned and sequenced to help all children succeed. This means that some children are not making the progress they are capable of. Staff do not manage children's behaviour well. Too often poor behaviour incidents are overlooked or ignored by staff. This results in children hitting, pushing out at others, and snatching toys.

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

- The provider has taken some positive steps to address the weaknesses raised at the last inspection. She has worked well with the local authority to address record keeping, safeguarding, and training for herself and staff. In addition, she has ensured the committee, staff and volunteers are appropriately recruited and vetted. However, she has failed to ensure that the training received has been implemented effectively to enhance the quality of education for the children. This, along with her failure to recognise other weaknesses in practice, demonstrates a poor capacity to maintain improvements.
- Not all staff are confident in the areas of learning and, therefore, are unable to maximise teaching when supporting children. This has a negative impact on the quality of teaching provided. Despite this, children have activities available to them that occupy them and support their interests. For example, all children have opportunities to explore sensory materials, such as water and mud.
- Occasionally, staff do correct unwanted behaviour and prevent children from hitting others as they catch their arms, but the messages given are inconsistent. This means children are not learning right from wrong. This has a negative impact on other children's personal development and does not help children to feel safe and secure. Although some children play happily alongside their peers, not all do. For instance, children are heard encouraging each other to take toys from their peers and too often are seen hitting out at each other and snatching. A lot of behaviour is overlooked and often ignored by the staff, even when children are crying.
- Children sit at the table to eat their snacks, which are provided by parents. Staff encourage children to be independent and they talk to them about the impact

food and drink has on their bodies. However, there are ineffective procedures in place to ensure children's health and safety is promoted. For example, staff leave children eating unsupervised while they help others to find their names on the white board. In addition, there are hazards in the room that the staff do not identify, such as radiators that are too hot. This does not assure children's safety.

- Staff comment that they feel supported, and that the provider offers regular supervisions. They explain that they have regular meetings, and that feedback is consistent. Staff have a suitable knowledge and understanding of their roles and responsibilities to safeguard children. They are confident about the signs and indicators of abuse and understand the referral procedures to follow if they are concerned.
- Parents demonstrate they have good relationships with the staff and they appreciate the regular information that they receive. This includes verbal and electronic communication. Staff, including the special educational needs and/or disabilities coordinator, have a suitable understanding of the importance of working with parents and other professionals as needed to support children.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that staff receive effective support to enable them to implement an ambitious curriculum and provide children with challenging learning experiences that help them build on what they know and can do	18/04/2024
take action to implement appropriate and consistent behaviour strategies for all children to ensure their behaviour is managed appropriately, and to help children understand the consequences of their actions on others	18/04/2024

ensure all risks and hazards to children's safety are identified, removed or minimised; specifically in regards to the radiators and supervising children when they are eating	18/04/2024
improve arrangements for monitoring the provision to identify any weaknesses, including any breaches of requirements, and take action to make any necessary improvements.	18/04/2024

Setting details

Unique reference number	509277
Local authority	Reading
Inspection number	10316639
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	35
Number of children on roll	15
Name of registered person	St Michael's Playgroup Committee
Registered person unique reference number	RP909610
Telephone number	07594627139
Date of previous inspection	4 October 2023

Information about this early years setting

St Michaels Preschool opened in 1965 and registered in 1992. It is located in the church hall of St Michael's Church in Tilehurst, near Reading. The pre-school is open Monday to Thursday, from 9.15am until 2.15pm, during term time. The pre-school receives funding for the provision of free early education for children aged two, three and four years. A total of five staff are employed to work with the children. Of these, four hold appropriate early years qualifications at level 2 or above.

Information about this inspection

Inspector

Tracy Bartholomew

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with the manager about the leadership and management of the setting.
- The manager explained the nursery curriculum during a learning walk with the inspector.
- The manager and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspector about the activities they took part in.
- Parents shared their views of the setting with the inspector.
- 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 2024