

Stoke St Michael Pre-School

Stoke St. Michael Primary School, Moonshill Road, Stoke St. Michael, RADSTOCK, BA3 5LG

Inspection date	17/09/2014
Previous inspection date	22/10/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children make good progress from their starting points because experienced staff provide interesting learning opportunities across all areas of learning.
- Staff give high priority to safeguarding children. They provide a safe and secure environment in which children learn and develop.
- Children develop effective communication and thinking skills because staff use good questioning techniques while children play.
- Partnerships with parents are good because high priority is given to the sharing of information and involving them in the life of the nursery. This communication helps staff meet children's needs well.

It is not yet outstanding because

- Occasionally, staff interrupt children's enjoyment and concentration at their chosen play activities, which means they cannot always complete tasks to their own satisfaction.
- Opportunities and resources for children to extend their learning in the outside space are not always fully embraced.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector spoke with the provider, staff and children at appropriate times throughout the session.
- The inspector read some children's records, planning documentation, safeguarding policies, and the self-evaluation document.
- The inspector took account of the views of some parents spoken to on the day .
- The inspector invited the provider to undertake a joint observation.

Inspector

Julie Swann

Full report

Information about the setting

Stoke St Michael Pre-School re-registered in 2009. It operates under the governing body of Stoke St Michael Primary School in Stoke St Michael, Somerset. The pre-school runs from a separate building within the grounds of the school. It has its own facilities, including an enclosed outdoor play area. The pre-school is open Monday to Friday from 9am until 12noon. The pre-school is registered on the Early Years Register. There are currently 13 children on roll. There are four members of staff who work with the children, two of whom are qualified at level 3. The pre-school receives funding for the provision of free early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- keep children well motivated and very eager to play by extending time for uninterrupted play to enable children to play a full and active part in all learning experiences provided
- extend the use of the outdoor area by enhancing to provision of resources there, so it offers a rich stimulating area for children to explore, for example, to build, and engage in imaginative play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of the learning and development requirements. They know how to engage and capture children's interests. Staff carry out detailed observations of the children as they play. They plan associated activities to meet children's individual needs and interests. Children's next stages in learning are clear and precise, enabling staff to have a consistent understanding of the focus for learning for each child.

Staff use an effective assessment system, which identifies any gaps in children's learning, to aid progression. Staff share children's records regularly with parents, so they know their children's experiences and progress. Parents regularly speak with their children's named special person about their children's progress which is detailed in their individual development plan. This means that parents know what their children are learning, and are able to support their learning at home. As a result, children are making good progress across all areas of their learning according to their starting points on entry. Staff have a secure knowledge of the requirements of the progress check at age two years.

Staff keep the necessary information and resources to ensure that this short written report includes all the required information for parents and others. All these elements help staff to accurately assess two-year-old children's development, and provide relevant information to aid their progress.

Staff give high priority to developing children's communication and language skills. For example, staff use skilled questioning when talking to children about their learning, rather than merely telling them facts. For instance, one member of staff asked a child, 'What letter do you think comes next?' when the child was trying to write his name. The child responded by thinking, and then confidently spelt out his name. This shows that through use of good teaching strategies children have good opportunities to use their knowledge and enjoy meeting challenges.

Staff promote children's early literacy well. All children have ready access to a wide selection of good quality books. Some children explored books independently. Additionally, staff read books in an engaging manner to children. Whilst listening to this story, children repeated the words that staff read with gusto, and eagerly pointed out the animals in the book, such as 'the big scary lion'. This shows how staff succeed in engaging children's attention, and helps to develop their early recognition of letters and words, and their listening skills. Staff provide an environment that is rich in text throughout the pre-school. This means that children begin to understand that written words carry meaning. Consequently, they make good progress in gaining early skills, and are well-prepared to move onto school when the time comes.

Staff promote children's early mathematical skills well. Staff provide good opportunities for children to seek patterns, count, sort and match through a range of games and puzzles. Staff reinforce shape and help children count during activities. For example, children showed delight when they found a triangle shape on a ball. Staff reinforce mathematical words, such as cylinder, rectangle and star. Staff are skilled in supporting children's understanding of mathematical language during play. They introduce new ideas, such as tall and short, or heavy and light. Staff introduce other ideas into everyday play and routines including encouraging children to solve problems. For example, a member of staff encouraged children to count how many cups they needed at snack time. This teaching helps children gain useful skills for the next stage in their early education.

Staff provide good opportunities for children to use their senses and learn through exploration. For instance, several children delighted in exploring the texture of soil and bark while indoors and used this to fill small trucks. Staff gave children time to explore the feel of these items on their own, and knew the right time to join in to extend children's learning further. For example, a member of staff showed one child how to separate the soil from the bark and put it into separate pots. This teaching encouraged children to look closely at differences. However, staff occasionally disrupt such good learning opportunities by focusing on daily routines, such as circle time. Consequently, this group time interrupts children's purposeful play because they must leave their chosen activities and come together.

Diversity is reflected well throughout the pre-school, through positive images of children from a variety of cultures and by resources, such as dolls, books and African drums. Staff

provide a varied range of opportunities for children to express their creativity through using a variety of arts and crafts materials and children explore resources such as dough and shaving foam.

Children have good opportunities to use a range of technology as part of their core play and learning experiences, for instance an interactive-white board and programmable toys. Children go outdoors daily, deciding for themselves when to do so. They enjoy practising their physical skills by running around, avoiding obstacles, and throwing and catching balls and hoops. Children are keen to use the outside area and resources support children's physical development. However, staff currently provide few other resources to extend other skills outdoors, such as those requiring imagination or construction. As a result, children's learning experiences outdoors are not always as rich as possible.

The contribution of the early years provision to the well-being of children

Children form secure emotional attachments with a member of staff who is special to them. This approach works well. All children show a strong sense of belonging within the provision and settle well. This is because staff have a good knowledge of their individual likes, needs and routines. An effective induction includes visits with parents to make the move from home to the pre-school environment an easier experience for children. Staff effectively support children's emotional needs. For example, those children who needed additional support when tired, or missing their parents were cuddled and reassured. Staff provide reassurance when parents arrive by meeting and greeting the children they take special care of, and parents. Photographs of staff clearly displayed in the entrance to the pre-school help to enable parents to talk to their children about who will look after them. Consequently, children feel a strong sense of belonging and have built secure attachments. They are well prepared emotionally for the next stage of their early education.

Children learn to behave well because staff make clear what is expected of them and why. For example, staff explained about the importance of walking down steps slowly and calmly to keep one another safe and prevent accidents. Consequently, children queued sensibly and gave each other space when they descended the steps to go outdoors. Children play well together. Good relationships are evident between them and the staff. Children demonstrate appropriate manners as they say 'Please' and 'Thank You' with occasional reminders from the staff. Children learn to share and take turns. For example, they pass their friends the blocks as they build 'roads' indoors and help each other to balance their 'towers'. As a result, children are gaining necessary positive ways of playing together, ready for the move to school.

Children have good opportunities to take part in learning experiences in the local community. This enables them to develop confidence in interacting with adults outside their normal pre-school setting. For example, they regularly visit the local village and take part in different festivals and services at the church. Staff make good use of the available resources. However, they do not provide a rich and stimulating outdoor environment.

Staff promote healthy lifestyles well. Staff have regular discussions with children through everyday activities about healthy foods to eat. Snacks offered to the children are healthy and their dietary needs are fully considered. Children attend to their personal hygiene. Staff promote safety well. Children use equipment safely, such as scissors. They take part in the regular fire drills so that they know what to do in an emergency. Staff insist on seeing all visitors' identification, and recording their visit. These actions promote children's awareness of staying safe and being cared for in a secure environment.

There are strong partnerships with local schools. Teachers are welcomed into the pre-school to observe children in an environment where children are confident and comfortable. This approach helps children get to know adults who will teach them, to help them understand the changes to come. Children take part in some school activities during the summer term and are invited to watch their Christmas play, so that they become very familiar with the school building and the staff.

The effectiveness of the leadership and management of the early years provision

Since the last inspection, the management team has successfully addressed all actions and recommendations with positive effect. Recruitment procedures are strong. For instance, changes within the management team are notified promptly to the regulatory body, Ofsted. Disclosure and Barring Service checks are undertaken before staff go through their induction process. This process ensures that all staff working with children are suitable to do so and competent to fulfil their roles. Staff demonstrate a good understanding of the safeguarding and welfare requirements, which are met. Policies and procedures have been reviewed and updated. For example, the safe use of mobile phones and cameras in the setting. Consequently, policies contain all of the necessary detail to underpin good practice.

The management team has robust monitoring methods that help to ensure that the educational programme accurately meets children's needs. The manager makes regular spot checks of children's learning records to ensure these are kept up-to-date by staff. The manager scrutinises children's records to ensure there are no gaps in the educational programme, or their learning. Children's next stages in learning are consistently used to inform the adult-focused activities in planning, leading to purposeful learning experiences. Staff have a good understanding of effective teaching methods. They use their knowledge well to assess children's starting points and individual learning. Consequently, children make good progress because planning is adapted according to each child's individual needs. However, staff and management have not considered the effect of group times on children's sustained play. The management team has high expectations. They support staff effectively through performance management reviews and regular appraisals. This care enables managers to identify staff training needs and ensure they are further supported, resulting in a strong and well-established staff team.

Self-evaluation takes into account the views of staff, children and their parents. Views are

sought through one-to-one meetings with staff, ongoing discussions with children and opportunities for parents to talk openly to staff or provide written comments. This approach helps drive improvement well.

Risk assessments are comprehensive. These cover all areas used by the children and staff, including outings and visits. These are monitored on a weekly basis along with accident and incident records, to identify areas or activities that present a higher risk factor, when immediate action is taken. All policies and procedures shared with staff at their team meetings and with parents. Staff are deployed effectively throughout the pre-school to ensure staffing ratios are maintained, and children's needs are consistently supported. The manager has a strong drive to improve the learning outcomes for all children, and has a clear and successful improvement plan that supports children's achievement over time.

Successful partnerships with parents, external agencies and other providers make a good and effective contribution to meeting children's needs. These partnerships ensure that all children receive the support they need. The manager works closely with several support staff from the local authority, actively seeking advice, and acting on it to improve the provision.

Parents speak positively about the pre-school, reporting that they value the, 'warm and friendly atmosphere', and the, 'helpful and supportive staff'. Parents' comments are very appreciative and complimentary in regard to how welcoming all the staff are and how much their children thoroughly enjoy coming to the pre-school. They stated they are kept well informed of their children's progress and needs, and feel confident to discuss any issues they may have with the staff, so the needs of children are well supported.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY404844
Local authority	Somerset
Inspection number	963369
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	13
Name of provider	Stoke St Michael Primary School Governing Body
Date of previous inspection	22/10/2013
Telephone number	01749840721

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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