

# St Michaels Pre-School

258 Lower Farnham Road, Aldershot, Hampshire, GU11 3RB



## Inspection date

28 April 2015

Previous inspection date

16 June 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The nominated person has not informed Ofsted of the changes to the committee. This is a breach of the requirements of the Early Years Foundation Stage and of the compulsory part of the Childcare Register.
- Staff do not always make good use of activities or daily occurrences to fully extend children's mathematical development, particularly while children are playing outside.

### It has the following strengths

- Staff know the children well. Their warm, caring and positive interaction promotes children's emotional well-being.
- Children benefit from the welcoming, well-resourced indoor play environment, where staff provide them with good opportunities to explore and make choices about their play activities. This, together with the staff's good teaching skills, helps children to make good progress in their learning and development.
- Recent staff training has led to improved teaching in relation to helping younger children to develop their speech and language skills. As a result, children are confident communicators. Children who have special educational needs/and or disabilities are well supported through staff's targeted teaching, their use of visual aids, and their partnership with parents and health professionals.

## **What the setting needs to do to improve further**

### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- provide Ofsted with the information needed to determine the suitability of committee members.

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

- strengthen children's mathematical awareness during play and daily routines throughout the day.

### **To meet the requirements of the Childcare Register the provider must:**

- inform Ofsted of the name, date of birth, address and telephone number of any person who is a member of the committee (compulsory part of the Childcare Register) .

## **Inspection activities**

- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector observed activities in the indoor and outdoor play areas.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff, and policies and procedures.

## **Inspector**

Tara Naylor

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children enjoy a range of activities that help to promote their learning and development. They can independently access toys and resources that motivate them in their play. Staff follow children's interests to extend their learning. For example, staff use books to build on children's interest in dinosaurs. They sound out letters so that children copy the sounds and confidently name the dinosaurs. This type of activity helps to develop younger children's communication and language skills well. Staff introduce some mathematical ideas within children's play. For example, older children make bubble mixture and staff encourage them to 'add one more' to extend their awareness of quantity. However, staff do not consistently use other opportunities to extend children's counting skills and number recognition. Staff use their regular observations and assessments of children's progress to plan for their future learning. This helps to ensure that activities offer sufficient challenge. Staff work well in partnership with parents and other professionals. Regular exchanges of information ensure that children's learning is supported at home. Parents say that their children enjoy playing and learning at the pre-school and that they develop confidence in their own abilities.

### **The contribution of the early years provision to the well-being of children is good**

Children develop good relationships with staff. The environment is safe and welcoming. This means that children settle happily into the pre-school. Staff use good routines to help children learn to be independent. As a result, children are well prepared for their next stage in learning, such as going to school. Staff teach children about being healthy. For example, children enjoy helping to prepare and eat home-made soup using a variety of vegetables. Children develop good physical skills as they play on the ride-on toys in the outside play area. Children behave well because staff teach them about taking turns and sharing with their friends. Therefore, children develop good relationships with each other. Children's welfare is safeguarded well because staff know how to take appropriate action if they have concerns about a child. Staff are vigilant in their supervision and teach children to stay safe.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The nominated person has failed to notify Ofsted of committee changes but has obtained Disclosure and Barring Service checks to assess the suitability of new members. These new members do not work with the children and there is no negative impact on children's well-being as a result of this breach of requirements. The manager monitors teaching well and reviews the quality of the pre-school. She incorporates regular feedback from staff, parents and children, and is developing systems for evaluating what is working and what needs improving.

## Setting details

<b>Unique reference number</b>	110276
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	839693
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	28
<b>Number of children on roll</b>	61
<b>Name of provider</b>	St Michaels Pre-School Committee
<b>Date of previous inspection</b>	16 June 2011
<b>Telephone number</b>	01252 337687

St Michael's Pre-School registered in 1996. It operates from within a church hall in Aldershot. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school is open term time only. Morning sessions are from 9am to 12 noon, Monday to Friday, and from 12.45pm until 3.45pm, Monday to Thursday. A team of nine members of staff are employed to work with children, all of whom have appropriate early years qualifications at level 3 and above. The pre-school also has an administrator.

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.

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