

St. Michaels Pre-School

St. Michaels Church Hall, Stockwell Park Road, London, SW9 0DA

Inspection date	22/10/2014
Previous inspection date	13/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 in their learning because they have a wide range of interesting activities, developed by the ability of staff to guide and teach children well.
- Children's safety is a priority and staff know the procedures to liaise with the correct safeguarding agencies to fully protect children.
- Staff are very welcoming and caring, which means children are happy and feel confident to explore, which develops their independence.
- The manager has made significant improvements since the last inspection and this has resulted in improved outcomes for children that effectively support their learning and development.

It is not yet outstanding because

- The present flexible procedures for children's settling-in programmes are not made clear for parents to help to ensure all children settle well.
- Parents cannot fully contribute to their child's continued progress, and to improving provision within the pre-school, by adding their views into their child's learning journal.

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 in the playrooms and the outside play areas.
- The inspector held meetings with the manager, conducted a joint observation with them, and had discussions with staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff and their understanding of safeguarding.

Inspector

Gillian Cubitt

Full report

Information about the setting

St. Michaels Pre-School registered in 1960 and is run by a management committee. It provides morning sessions for children in the local community. It operates from St. Michaels Church Hall in Stockwell in the London Borough of Lambeth. The children have the use of a main room and have access to a large hall. There is an enclosed outdoor play area. The pre-school is registered on the Early Years Register. It opens each weekday from 9.15am to 12.15pm during term times, for approximately 39 weeks of the year. There are currently 16 children on roll. The staff team comprises of the manager who has an early years degree, and two members of staff who hold relevant childcare qualifications at levels 2 and 3. The pre-school has procedures in place to support children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- review the policy and procedure for settling children into the pre-school to help all parents fully understand the benefits of this process on their child's well-being and learning

- enhance the systems for driving improvement regarding children's learning by incorporating the views of all parents in them.

Inspection judgements

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

Children eagerly arrive and show they look forward to their morning session at pre-school. This is because they have a varied range of activities that staff present to reflect the children's interests. Consequently, children are continually absorbed in purposeful play, showing they are active learners. During the inspection, two children immediately entered the role-play area and showed complete independence in choosing dressing-up outfits. They put on their hats, collected their bags and put baby in the pram to go a walk outside. This shows children's confidence in their environment, helping themselves to resources as well as building on their social skills with other children. Staff ably extended play by asking children what they remembered about the story involving three little pigs. This generated children's enthusiasm as they recalled and repeated the rhyme, 'huffing and puffing to blow the house down'. This engages children's appetite for stories as they bring characters to life through role play. Staff also feed this interest further by reading stories that children love to hear, such as about the family life of owls. During the inspection, children

listened intently as they discovered owl habitats, nightlife and how parents care for their young. Children learn that owlets, like children, need kind, loving care to grow and develop well.

Activities to promote children's all round physical development is good. The weekly sessions with the dance teacher engage children in music and movement. Children danced and counted hoops as they jumped in and out, which also contributes to children introduction to counting. Staff also reinforced children's early mathematical skills by showing children how to count the days of the week using their fingers and other visual resources.

Staff use their teaching skills for the early years well. They involve children in conversations and draw on their thoughts through astute questioning. For example, staff ask children if they remember the sounds of the letters of their first name. Children recall the phonetic sounds to the rhymes they learn. Children then write these on white boards or chalk letters on the ground. Staff carry out regular assessments of children's progress from the information that parents provide when children start. Thereafter, observations of children during their play enable staff to accurately plan for children's next steps. This contributes to children's good progress in all areas of learning. As a result, children are obtaining the skills, attitudes and dispositions they need to be ready for school.

The pre-school values the role of parents and has effective partnerships in place. This ensures children benefit from a consistent approach to their care and learning. Parents are able to be involved in their child's learning and development through daily communication and discussions with their child's key person. Parents spoken to on the day of the inspection all confirmed they are very happy with the support staff provide, which enables children to progress well. Children with special educational needs and/or disabilities are well supported, as staff work closely with parents and outside agencies to identify and meet their needs.

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

Children understand safety through their everyday activities as they learn about spatial awareness, and the setting's rules, as well as through the use of books and posters. Staff use these well to support children's positive behaviour. For example, children learn to not push but wait and to take turns on equipment. Furthermore, regular fire evacuation practice helps children to understand how they must act in an emergency to keep them safe. Children demonstrate a good understanding of healthy lifestyles. They quickly adapt to good hygiene habits because they have easy access to toilets and enjoy their new-found independence of seeing to their own hygiene needs. Children are very active in their outside play area where they enjoy a good range of activities in all weathers. For example, the use of a children's vegetable patch enables children to take an interest in exploring the soil, investigating the creatures who make this their home. Also, children learn that soil provides nutrition for tomatoes and potatoes. The good systems that staff arrange to encourage children to drink water are effective. Children take ownership of a drinking bottle by placing their name on it when they arrive. This supports children's recognition of

their first names, as well educating children to take refreshment when they feel thirsty.

Each child has a dedicated key person who works with parents to support their child's early days and helps them to settle. New children attend introductory visits with parents to meet staff and familiarise themselves with the environment. During this period the key person acquires relevant information from parents about their child to enable them to provide appropriate support for children. However, the policy and procedures for this process are not completely clear on the responsibility of parents when leaving their children. Although the majority of children eagerly part from their parents, on occasions, staff permit parents to leave when their children are not completely ready. This results in children being distressed during this early transition from home to pre-school.

The staff are caring role models; they encourage children to join in activities and help to tidy away toys. Staff and children explore different cultural events throughout the year enabling them to share ideas. This raises children's awareness of diversity and the needs of others. Staff prepare children well for their move to reception class at school by supporting the development of their personal and social skills. Staff also make links with the local schools that children attend to share final assessments of children's achievements in preparation for their next steps in their learning programme.

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

The manager uses her good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage to support her staff team. Appropriate safeguarding policies and procedures are in place, which include the use of mobile phones and procedures if there is an allegation made against staff members. Staff study these and are competent in their knowledge of their roles and responsibilities to ensure children are protected and kept safe. They are vigilant about the security of the premises and check all visitors before entry to help them to keep children safe. The manager and committee have appropriate systems in place to ensure those working with children are suitable to do so. For example, they gain references and Disclosure and Barring Service checks on all staff. Most staff hold current paediatric first-aid certificates to ensure children's well-being and safety is promoted. Accidents are monitored and there are clear procedures in place with regard to the administration of medication to protect children's welfare.

All staff meet their responsibilities to ensure children make good progress in their learning. The manager monitors the education programmes for children, ensuring they cover all areas of learning, and that the planning provides children with the appropriate challenge. As a result, children's assessments show they are achieving well. Staff are also able to fill any gaps or extend particular strengths in the children's learning. The pre-school works well with local agencies to help parents request and gain any additional guidance or help to support their children.

Staff meet regularly to evaluate the impact of their teaching and to share ideas from the courses they attend. They work well as a team and drive forward new ways to raise

achievements of all the children in their care. The manager and staff team demonstrate their enthusiasm to improve by fully meeting the actions from the last inspection. They have also closely worked with the local authority to continuously improve. Although the staff welcome the views of parents as part of this review they do not systematically include the parents' and children's voices in learning journals as part of their improvement programme.

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	144065
Local authority	Lambeth
Inspection number	962628
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	16
Name of provider	St Michaels Pre-School Committee
Date of previous inspection	13/11/2013
Telephone number	020 7274 0783

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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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