

# St Michaels Pre-School

The Church Hall, Mace Road, Peterborough, Cambridgeshire, PE2 8RQ



<b>Inspection date</b>	12 November 2015
Previous inspection date	21 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Children make excellent progress in their development because assessment of children's learning is extremely precise and accurate. This includes rigorous monitoring of different groups of children across the setting, to ensure that all make rapid progress from their individual starting points.
- Staff quickly identify children who require additional support and work very well with families and other professionals involved in their care. Precise, targeted plans, expertly delivered by staff, help to ensure all children reach their full learning potential.
- Teaching is of a consistently high quality. Activities are rich, varied and motivate children to learn. Children show an excellent level of independence and confidence for their age, as a result of exemplary staff practice and a carefully organised learning environment.
- Excellent partnerships with parents are established. Highly effective approaches that help to enhance and support children's learning at home are used and welcomed by parents. Children's ongoing learning needs and the progress they make is consistently shared.
- Leadership and management are inspirational. The drive for improvement is uncompromising. Management and staff consistently reflect and evaluate all aspects of the pre-school to ensure children benefit from a highly stimulating and continually evolving provision.

PROTECT – INSPECTION

## What the setting needs to do to improve further

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

- continue to promote and reflect on the cultural diversity that children experience.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Carly Mooney

## PROTECT – INSPECTION

**Inspection findings****Effectiveness of the leadership and management is outstanding**

Arrangements for safeguarding are extremely effective. Robust strategies are in place to safeguard children. Staff have an excellent understanding of local safeguarding procedures. They demonstrate confidently through discussion that they know how to identify and report concerns that they may have about children. Staff morale is very high and they work vigilantly as a team to meet children's ongoing needs. There is a rigorous system for monitoring staff's performance and the success of the educational programmes. Self-evaluation is embedded in practice and action plans targeted firmly on continued improvements. Staff strive to improve their knowledge and skills further. Training is evaluated and cascaded to all staff so that they are all able to enhance learning experiences for children. Parents are overwhelmingly positive about the care and learning provided for their children.

**Quality of teaching, learning and assessment is outstanding**

Children flourish and make rapid progress in their learning. They play in a highly stimulating environment and receive excellent support from staff. Children are consistently encouraged to explore, think critically and make their own decisions in their play. Staff communicate superbly with children, including those who speak English as an additional language. They use interesting words, such as flatten to strengthen vocabulary and describe an action when using tools in the dough. Children learn letters and sounds in preparation for school. They love to look at books and enjoy visits to the library to choose new ones. Home learning bags are provided to help parents enhance children's specific learning needs at home. Children celebrate the diverse society in which they live through interesting activities, discussions and resources, such as 'culture boxes' made in conjunction with children's families. There are plans to further enhance awareness of cultural diversity for the benefit of all children in the setting.

**Personal development, behaviour and welfare are outstanding**

Children's emotional development is continually promoted as they develop secure, trusting relationships with staff. Staff have high behavioural expectations of children. They understand the rules and boundaries in place. Children flourish as they become independent and learn vital social skills. They learn about responsibility and working as a team to put away the resources they have used. Children have excellent opportunities for physical play. A trim trail provides great challenge for all children to balance and climb. Staff are deployed very well in the pre-school to provide continuous supervision of children. Children learn to take acceptable risks. They are supported to use knives carefully to prepare snack. Excellent relationships have formed with teachers from the local schools.

**Outcomes for children are outstanding**

Children make excellent progress in their learning. Staff quickly identify the next steps in children's learning and plan very well for their individual development. They provide children with a wealth of exciting learning opportunities. This helps them to develop a curiosity that will support the next stage of their learning very well.

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**Setting details**

<b>Unique reference number</b>	256826
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	867055
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	47
<b>Name of provider</b>	St Michaels Pre-school Committee
<b>Date of previous inspection</b>	21 March 2011
<b>Telephone number</b>	01733686158

St Michaels Pre-School was registered in 1992. The pre-school employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 5 and level 3. The pre-school opens from Monday to Friday term time only. Sessions are from 8.45am until 11.45am and from 12 noon until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs, and those who speak English as an additional language.

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