

# St Michael's with Brooklands Young Explorers, Childcare Provision

The Institute, Rectory Lane, Brantham, MANNINGTREE, Essex, CO11 1PZ

<b>Inspection date</b>	12/12/2012
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 Not Applicable
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

- The experienced staff's caring and sensitive manner helps children form secure emotional attachments and develops their confidence. This builds a strong and secure base for children's increasing independence.
- Strong partnerships are established with parents and others involved in the children's care and learning. This ensures children receive appropriate support, consistency and continuity in their learning and development.
- Accurate and focussed self-evaluation promotes continuous development, and ensures improvements are made in areas where they are most needed.
- Children are achieving well and are motivated and keen to learn. They explore confidently and play purposefully and are developing skills they need to support the next stage in their learning.

### It is not yet outstanding because

- Observations and assessments of children's learning and development do not consistently offer an accurate, up-to-date overview of each child's progress.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the two playrooms and in the outdoor area.  
The inspector spoke with the staff at appropriate times throughout the inspection
- observations and discussed the activities and children's individual capabilities with them.
- The inspector looked at information for parents and at wall displays.
- The inspector looked at children's learning journeys and a selection of policies and children's records.
- The inspector checked evidence of the suitability and qualifications of the staff.
- The inspector also took account of the views of parents through face-to-face discussions with them.

## Inspector

## Hazel Meadows

### Full Report

#### Information about the setting

St Michael's pre-school is part of St Michael's with Brooklands Young Explorers Childcare Provision. It was originally established in 1985 and re-opened in 2012. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is managed by a group of four trustees. It operates from two rooms in the Institute Hall in Branham, Suffolk. There is a fully enclosed area available for outdoor play. The pre-school serves the local and wider area and is accessible to all children.

The pre-school is open all year round, with the exception of bank holidays. It is open on Monday 9am until 3.15pm, Wednesday and Thursday 8am until 6pm and Friday 8.30am until 4pm. Opening hours are flexible to accommodate parents' needs. The pre-school offers full day care for children aged from three months to five years. Children attend for a variety of sessions. There are currently 27 children attending, all within the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. Children are able to move on to Brooklands Young Explorers group, once they are old enough. A holiday club is also offered for children up to the age of 10 years.

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

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

- improve the consistency and monitoring of assessment records, to ensure they all offer an accurate reflection of each child's progress through the Early Years Foundation Stage.

#### Inspection judgements

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

When a child starts at the pre-school, staff discuss their particular needs with parents who are also invited to complete an 'All About Me' record about their child. Staff use this information, plus their own observations, to establish each child's capabilities and starting points. This enables them to offer activities and support according to children's individual

needs and stages of development. Succinct and relevant observations are clearly recorded in a learning journey development record for most children, supported by photographs and examples of the children's work. However, there are some inconsistencies in the way the learning journeys are maintained, therefore, recording of some children's achievements is somewhat uneven. This results in the progress and stage of development not always being clearly evident for each child. The manager has already identified that this is an area for improvement.

Any next steps noted are transferred to a weekly planning sheet, ensuring individual children's learning needs are followed up. Planning and assessment are monitored well through weekly team meetings. A summary sheet is maintained for most children, to review the areas that have been covered and any progress made. This encourages a strong foundation in the three prime areas of learning, which are physical development, communication and language and personal social and emotional development, and promotes balanced progression towards all seven areas of learning. Therefore, children are developing skills they need to support the next stage in their learning, including moving up to the Young Explorers group or on to school. Staff recognise and offer appropriate support where a child is making above or below average progress for their age and stage of development. Staff endeavour to work closely with all parents, who are encouraged to be involved with their child's learning and development. Parents regularly view their child's learning journey and to share contributions regarding their child's achievements and development at home. Termly parent meetings are offered and frequent dialogue is maintained, between parents and their child's key person, to keep them updated. This promotes a consistent approach to children's individual learning and development.

Children's communication and language skills are encouraged well and the pre-school is working towards 'Every Child a Talker' standard. Staff listen attentively to children's conversations and talk freely with them, giving them time to think and respond. For example, staff encourage children to describe the feel of the play dough and encourage children's recollections and comments about their recent Nativity play. Makaton signing is used well by the children to complement some of their verbal skills, especially at snack time, and supports conversations with less verbal children. Children snuggle up comfortably with a member of staff in the book area. They listen intently to the story, occasionally making their own exclamations about the pictures. The member of staff counts items in the book, raising children's awareness of numbers.

Children's physical skills are well promoted. They have liberty to move freely in the spacious main playroom and young babies manage to climb on and off chairs, with an appropriate level of supervision from staff. The outdoor area offers opportunities for climbing, balancing and developing skills on ride on toys. Children also go for walks in the surrounding area. Children's manipulative skills are developing well as they learn to control paintbrushes and use play dough cutters with increasing ability and competence.

Children delight in exploring a broad range of media, such as paint, sand, water and play dough. They spend considerable time investigating ice, which had formed outside in the frosty weather. Staff use the opportunity to simply explain to children the different properties of water. Children pick up large pieces with their bare hands and soon discover

they can break it up by dropping it or stamping on it. Older children note different shapes the pieces make. Children are beginning to understand how to operate technology, such as the computer and mouse and remote control bugs. Opportunities are used for counting and comparisons as they arise, helping children to begin to understand mathematical concepts.

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

Children are warmly greeted by staff and are keen to come into the pre-school. They enthusiastically explore the appealing range of activities and resources available, which are easily accessible to them. Children are well supported with their transition from home to pre-school through the staff's sensitive approach to settling in. This is guided by close communication with parents and by each child's individual needs. Children are clearly comfortable with all staff and develop strong bonds and secure attachments, especially with their key person. Their behaviour demonstrates that they feel safe and secure and they are confident and at ease, with some happily approaching visitors. Staff are very good role models. They treat children with kindness and respect and speak calmly to them. Children are well supported with learning how to manage their own behaviour and become tolerant of others, for example, sharing and waiting their turn.

Close liaison with parents supports children's ongoing care and well-being. This includes the exchange of a communication book for each child under two-years-old, which summarises aspects of their daily care, such as nappy changes and sleeping patterns. Robust procedures are in place to promote children's health and safety. Children are becoming familiar with good hygiene habits through regular routines. For example, they wash their hands thoroughly before meals and after toileting, aided by staff, if required. Children's nappies are changed regularly to ensure they remain fresh and to protect their skin and staff are vigilant about nappy changing hygiene. A nutritious variety of healthy snacks is offered, which includes fresh fruit and vegetables. Children's independence is encouraged at snack time as they spread their own toppings on bread. Babies are integrated in the main group at meal times, ensuring they feel included. Healthy packed lunches are encouraged, promoting children's understanding of healthy eating from a young age. Children are able to rest or sleep, according to their individual needs, in a cosy and calmer baby area.

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

The management team has a strong commitment to offering high quality care and learning experiences for young children. Continuous reflection on practice is enhanced by objective and accurate self-evaluation to sustain improvement. This ensures any areas for development are swiftly identified and promptly addressed. Staff utilise the Ofsted self-evaluation form to help focus and prioritise areas for improvement, for example, reviewing the learning journeys and exploring ways of supporting all parents to be more involved in their children's learning. The experienced and competent staff have a secure understanding of the seven areas of learning and of how children learn. Regular staff meetings help improve daily practice and ensure a broad range of experiences is offered

to support children's progress. Ongoing staff development is encouraged through well-considered and purposeful staff appraisals and support to undertake further training.

Staff have a very positive and inclusive attitude to diversity, which is reflected in their practice and policies and in some of the resources and activities available. They recognise and value children's individuality, and also one another's skills and strengths, and work extremely well as a team. All staff understand their roles and responsibilities to protect children. They are vigilant regarding child safety and are proactive to minimise potential hazards, enabling children to explore safely and freely. Good adult to child ratios are maintained and staff are very well deployed, ensuring that children are well supported in their play and learning. There are robust recruitment and induction procedures, and clearly written policies and procedures are well implemented, to support children's safety and welfare. All staff have attended safeguarding training and are clear of procedures to follow, should they have concerns about a child.

Very positive and trusting partnerships are established with parents and daily verbal dialogue is encouraged. The pre-school is flexible to accommodate parents' and children's needs, for example, supporting a parent who required unplanned, emergency care for her children. Comprehensive details are gathered about the children and written parental consents are obtained to ensure children are cared for according to their parents' wishes. Parents' comments, received during the inspection, are generally very positive. Parents appreciate the friendly setting and approachable staff and most enthusiastically comment on their open communication with staff. They endorse the quality care and play experiences for their children and recognise the good progress they have made since attending the pre-school. The pre-school works closely with parents, and other childcare professionals, as appropriate, to support any identified needs a child may have. Positive partnerships are established with the local primary school to support children's transitions to school. This is enhanced by the Young Explorers group, which is based on the school premises. Links are encouraged with other settings the children attend and with the nearby children's centre to offer continuity of care and to meet children's needs.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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

<b>Unique reference number</b>	EY449792
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	801616
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	27

<b>Name of provider</b>	St Micheal's with Brooklands Young Explorers Childcare Provision
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07761114165

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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 that are usually their 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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