

Inspection of St Michael's Pre-School

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

Inspection date: 1 November 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

On arrival at the setting, children demonstrate a secure bond with familiar adults and show a real sense of belonging. Children thrive in a caring, relaxed and calm environment where staff are extremely responsive to their individual needs, wants and interests. Children are happy, inquisitive and highly motivated learners. They confidently explore all of the activities on offer and are fascinated by them. Younger children squeal in delight as they play 'peek-a-boo' in a dark den, and older children are fascinated by the pretend spiders they find hidden in a cotton-wool web.

Children's developing personalities are cherished and they are supported to be confident, respectful towards others and express themselves. A language-rich environment supports children to express themselves, their voices are valued, and staff follow children's lead. They effectively question, pause and allow children time to respond and then extend children's vocabulary in their response. Children's growing independence is nurtured in the setting, and they are encouraged to be independent and make their own choices. For example, they serve themselves drinks, snack and choose parts of their lunch. Children demonstrate enjoyment at interactions with staff and seek out familiar adults to share experiences. They also regularly check in and seek comfort before returning to their play. Children listen to stories with wonder and awe, and they are able to recite parts of the story and take part in the associated actions.

What does the early years setting do well and what does it need to do better?

- Staff have a fantastic knowledge of their key children and how best to support them to make exemplary progress. They use a wide variety of teaching methods to support children and encourage interactions. For example, they model language and use sign language. Staff use effective questioning, narrate children's play and introduce new words.
- Parent partnerships are highly effective. The setting communicates with parents and shares information and ideas about how the parents can support their children's learning at home. This creates an effective and joined-up approach between home and the setting.
- The setting goes above and beyond to support all children, including those with special educational needs and/or disabilities, to make excellent progress. They attend relevant training to enhance their knowledge of how best to support children, and liaise with professionals to share information.
- Extensive training opportunities for staff ensure their knowledge is up to date and relevant. This enables them to provide the best possible care and education to all children.
- Staff's mental and emotional well-being is prioritised by the setting. Excellent

support is provided for all staff on an individual basis, and the management team take time to listen and establish how best to support the staff. Children benefit from a nurturing, positive and caring environment.

- Leaders have a clear vision for the setting and strive to continually improve. A carefully planned and implemented curriculum, which is cascaded down and understood by all staff, ensures all children are supported to achieve their full potential.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have excellent knowledge of how to safeguard children. They are all confident with the procedures to follow if they had a concern about a child and know what to do if they felt their concerns were not being dealt with appropriately. Regular training helps to ensure staff's safeguarding knowledge is up to date and current. They have an in-depth understanding of wider safeguarding concerns. The setting's designated safeguarding leads are confident in their role and know exactly what to do if a concern about a child was raised. All staff are appropriately vetted to ensure they are suitable to work with children, and this ongoing suitability is regularly reviewed.

Setting details

Unique reference number	EY449792
Local authority	Suffolk
Inspection number	10235872
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	43
Number of children on roll	44
Name of registered person	Constable Country Childcare Committee
Registered person unique reference number	RP910495
Telephone number	01206 391472
Date of previous inspection	8 December 2016

Information about this early years setting

St Michael's was registered in 2012. The nursery employs 16 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3; two at level 6; one holds early years professional status, and one holds qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jessica Whiteley

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The manager led the inspector on a learning walk and talked to the inspector about what they want children to learn.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children shared their views with the inspector.
- The manager and the inspector carried out a joint observation together.
- Parents provided the inspector with oral and written feedback.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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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