

St Margaret's Pre-School

Church House, Polefield Road, Prestwich, MANCHESTER, M25 2QB

Inspection date

20/11/2013

Previous inspection date

14/09/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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	1
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's independence skills are very well promoted. Staff have high expectations of children's capabilities and encourage them to become independent learners at any given opportunity. As a result of this, children are well equipped with independence skills that will ensure that they are ready for school.
- Children settle exceptionally well at the setting. Robust settling in procedures ensures that the key person system is as effective as it can be and all relevant information about individual children is obtained before children start at the setting.
- Excellent partnerships with parents/carers and other agencies are well embedded, ensuring that children's individual needs are quickly met and timely interventions are made, in order to help children make good progress.

It is not yet outstanding because

- Children are not always fully supported in developing their information, communication and technology skills as the provision of resources to enhance their learning, development and interests in this particular area, is not as rich as for all other areas of learning.
- Occasionally, staff do not use skilful questioning to enable the children to become highly critical thinkers during their play.

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 took a tour of the premises.
- The inspector observed teaching and learning in the pre-school room, hall and outside area.
- The inspector sampled a range of documentation including, policies, procedures, children's learning journeys and complaints log.
- The inspector took the views of staff, parents and carers into consideration on the day of inspection.
- The inspector checked the suitability and qualifications of all staff.
- The inspector carried out a joint observation with the manager.

Inspector

Luke Heaney

Full report

Information about the setting

St Margaret's Pre-School was registered in 1992 and is registered on the Early Years Register. It operates from a church hall in the Prestwich area of Manchester and is managed by a voluntary management committee. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, and one holds Early Years Professional Status and Qualified Teacher Status.

The pre-school opens for nine sessions a week, Monday to Friday term time only. Sessions are from 9.15am until 12.15pm and 1pm until 4pm, with the exception of closing at 12.15pm on Fridays. Children attend for a variety of sessions. There are currently 40 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school is a member of the Pre-School Learning Alliance and receives support from the local authority. The pre-school has also achieved a gold 'golden apple award' in healthy practices.

What the setting needs to do to improve further

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

- enhance children's knowledge and understanding of the world by providing them with a plethora of resources that will promote their curiosity in information, communication and technology
- develop staff's practice in skilfully questioning children during their play to enhance their critical thinking skills and learning even more.

Inspection judgements

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

Staff have a secure understanding of how children learn and develop. The delivery of the educational programmes is good. For example, children are provided with a good variety of activities that shape the seven areas of learning and development. Children enter the pre-school with great enthusiasm and are eager to explore their play environment. Children's strong sense of belonging is enhanced through skilled staff who are caring and sensitive to each child's individual needs. All children are provided with a plethora of encapsulating, challenging and interesting experiences that are matched to their individual

interests. For example, as a result of children's interest in building work and construction, a 'construction site' was established in the hall area, which consists of building plans, high visibility jackets, building blocks and drain pipes. Children become engrossed in the 'construction site' as they role play and explore their imagination. However, although practitioners have covered all areas of learning and development, children are not always given opportunities to explore information, communication and technology equipment as effectively as they could do.

Systems in place to establish children's starting points are robust and effective. Staff work closely with parents and carers during the settling period, offering 'stay and play' sessions, obtaining detailed information from observations, 'all about me' books and one-to-one meetings. Regular monitoring of children's progress is shared with parents during events, such as 'open days' and parents' evening. Parents can take their child's learning journey home and add comments around particular interests, likes or dislikes their child may have. Staff fully utilise children's personal interests through individualised activities and provide clear next steps in children's learning and development. For example, some children showed a great interest in the dolls that the setting has. Staff observations highlighted that the majority of children were enacting roles, such as taking the dolls to the doctors. As a result of the direct observations, the staff established a 'baby clinic' within the hall area to encapsulate children's personal interest and challenge their learning further. Staff make every opportunity available to fully utilise the indoor and outdoor space to ensure children are given ample opportunities to freely explore all aspects of the environment, for example, children independently move around the pre-school from one room to another without hesitating or being prompted by a staff member. This highlights how well children's independence and confidence skills are developing. Staff are suitably deployed and tuned in to the needs and interests of children.

Overall, teaching practices are consistently good across the pre-school. As a result, the foundations for children to acquire the skills and knowledge to learn and develop effectively are well rooted. Children are independent and enthused learners who are provided with a balance of adult-led and child-initiated activities. However, occasionally some staff miss opportunities to skilfully question children during their play to offer further challenge in their critical thinking skills. Overall, children's individuality is well supported and children feel safe, secure and valued by staff members.

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

Children demonstrate an exemplary sense of belonging within their pre-school. Children arrive, happy, enthusiastic and are very eager to explore their learning environment. Children greet staff with hugs and smiles and are content to leave their main care givers. Children self-register as they come into the pre-school and place their name on to the display board within the main room. 'Meet and greet time' allows staff and children to share any significant news and promotes children's social, communication and listening skills as they attentively listen to staff and their peers. Children are very confident in sharing their news and are very well supported by the staff. For example, staff allow each child to participate in 'meet and greet time' regardless of the level of communication or language acquisition children may have. Children's behaviour is exceptional throughout the

setting. Staff set clear and consistent behaviour management strategies across the setting and children understand the 'golden rules', which older children helped to devise. Children's laughter, natural curiosity and enjoyment all collate to a very welcoming, busy and positive atmosphere. The key person system is embedded extremely well within the setting. They know their children well and have established secure bonds and relationships with them. Priority is given for 'bonding' time with children and staff are readily available to support their key children. For example, during tidy up time, a member of staff notices a child sorting shapes within a basket, the staff member sensitively supports the child and sits beside him until his intended outcome is achieved. As a result of this, children's well-being is given the utmost importance as they are given time to finish self-initiated tasks regardless of time or routine elements.

Staff have high expectations of children's independence skills and children quickly become very independent in aspects of self-care, self-selection and managing risks and challenge. Children independently choose resources to play, tend to their personal needs, such as blowing their noses, and show very good healthy practices. For example, children fully understand the importance of washing their hands before snack time and brushing their teeth. Younger children independently access step aids to help them reach the sink to wash their hands. As a result of this, children are acquiring the skills of managing their own personal care. The setting has achieved a gold, 'golden apple award' in healthy practices. Children's health and safety is central to everything the staff do. Robust risk assessments are in place and children are encouraged to manage their own risks when playing indoors and outdoors. For example, children quickly learn not to run indoors and pick up possible items from the floor that someone might fall over, such as cars and building blocks. As a result of this, children have established a secure understanding of keeping their play environment safe.

Children display exceptional relationships with each other and staff members. They giggle, smile and play cooperatively with one another throughout the sessions. Staff are very positive role models to children, consistently demonstrating positive behaviour, communication and language, healthy practices and have high expectations of them. For example, during snack time children are given knives to butter and cut their own toast. In addition to this, children select their own plates, cups and pour their own drinks. Staff are sensitively deployed to ensure children can be supported if needs be. Children independently access drinking water throughout the day. Effective measures are in place to ensure older children within the pre-school are well prepared for the transition to school. For example, children are provided with opportunities to role play using school uniforms and look at pictures of their new school before they begin the transition process. Children are also provided with the opportunities to meet their new teachers, who are invited to meet the children within an environment children are familiar with. Staff also support children who may need additional emotional support during transitions, by accompanying them on visits to the school until they feel confident and secure. This provides children with a strong sense of security during the process of transition.

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

Children are very well protected due to the robust safeguarding systems that are in place. Staff have completed safeguarding training and are fully aware of safeguarding procedures and their responsibility to keep children safe and protect them from harm. Stringent recruitment and vetting systems are fully in place and all staff working with children have undergone meticulous checks. Staff's performance is regularly reviewed through meetings and appraisals. As a result of this, any underperformance or training needs can quickly be identified and action plans for continuous professional development can be implemented. An extensive range of policies and procedures successfully underpin daily practices. Most are discussed and reviewed regularly, but management have highlighted that one of their priorities is to review all policies and procedures to ensure they fully complement the needs of the children within their care. Well maintained records, such as registers, accident forms, medication forms and complaints forms, all add to the settings ethos of giving the utmost priority to children's well-being.

Leadership of the setting is strong because the management team and all staff members are committed to developing a high quality of service for all children and families. Parents are encouraged to be fully involved in the setting's evaluation process, through questionnaires, parent meetings, open days and by inviting parents to join the setting's voluntary committee. Children's thoughts and views are sought through the 'all about me' books from home and through observations and discussions with children. As a result of including children in the evaluation process, children gain a sense of ownership and belonging that ignites their motivation to actively explore and be interested in their play environment. Staff have lots of opportunities to share their views and thoughts with management on a weekly basis. Weekly meetings are held to discuss children's progress, planning, assessment and what improvements can be made to professional practice. The management team cascade their early years expertise to all staff, so they feel confident and secure with the delivery of the Early Years Foundation Stage. All recommendations from the last inspection have been completed successfully and have had a positive impact on children's safety and welfare. For example, all wires and cables have now been fully enclosed and are out of the reach of all children. In addition, robust risk assessments have been implemented to further protect children and keep them safe within the setting.

Management are continually seeking ways to further develop practice and the level of service they offer at the setting. For example, views of parents are taken into account from questionnaires and, as a result from this, special open days have been established. The setting has a strong ethos to working with families and other establishments, such as the local primary school and children's centre. Action plans and targets for future improvements are clearly identified, such as supporting staff to develop strategies to further enhance children's learning and development through skilful questioning. Management fully understand what needs to be implemented to improve the level of service they provide. Children's individual needs are met very well. The promotion of equality and diversity is good. Children with English as an additional language are supported very well. Staff liaise with parents about their child's interests and promote both home languages and English within the setting. Staff work as part of a multi-disciplinary team, seeking help and advice from others, such as a speech and language therapist. This ensures that children's acquisition of linguistics is very well supported. Resources, such as dolls, pictures and books, promote diversity well. As a result of this, children gain an awareness of others and gain a sense of belonging and ownership. For example, one child

points to a poster that depicts children from different cultures and says 'That looks like my sister'. Children's pictures and creative work are displayed around the setting and achievements are celebrated through lots of praise and encouragement. There is a wealth of information displayed for parents throughout the setting and regular letters and leaflets displayed ensure that they are kept informed about events and topics. Parents are kept well informed about their children's learning and development and are given lots of opportunities to contribute to the assessment process. Progress checks fully incorporate the views of parents and children. Staff fully understand the significance of ensuring they select the correct time to implement progress checks, taking into consideration the individual needs of each child. Parents spoken to on the day of inspection, speak extremely highly of all staff members and especially the service they provide to enhance and promote children's speaking skills.

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. It will be monitored and inspected within twelve months of the date of this 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		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

Unique reference number	316837
Local authority	Bury
Inspection number	868386
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	40
Name of provider	St Margaret's Pre-School Committee
Date of previous inspection	14/09/2009
Telephone number	0161 773 9491

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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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Piccadilly Gate
Store St
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M1 2WD

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