

St Mary's Pre-School

St. Marys C of E School, Edale Road, BOLTON, BL3 4QP

Inspection date

Previous inspection date

11/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- Children are safeguarded because all staff have completed child protection training and this knowledge is implemented into their practice.
- Teaching is good because staff have a solid understanding of how children learn. Starting points and abilities are well understood and as a result, planning is informed and relevant to stimulate further learning.
- Parents are kept informed about children's progress through parents' meetings. Also, staff are focused on building and improving relationships with parents, families and carers.
- Monitoring and self-evaluation has enabled the management to identify areas for improvement.

It is not yet good because

- Staff preparing and handling food have not received food hygiene training and therefore, are not adequately skilled in safe food practices.
- Fresh drinking water is not consistently available to children and therefore, individual needs are not always met.
- The use of the outdoor area is not maximised because children do not have opportunities to access this space daily.
- The environment does not fully represent the backgrounds of the children. As a result,

children are not provided with opportunities to learn about similarities and differences.

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 main playroom and the outside learning environment.
- The inspector conducted a joint observation with the deputy head teacher.
- The inspector held a meeting with the deputy head teacher.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan and a selection of policies and procedures.
- The inspector took account of the views of staff, parents and carers spoken to on the day.

Inspector

Michelle Jacques

Full report

Information about the setting

St Mary's Pre-School was registered in 2013 on the Early Years Register. It operates from St Mary's CE Primary School in Bolton. Children have access to the family room in the children's centre, which is located in the school building. They also have access to other named classrooms and the school hall when available. There are large outdoor play areas.

The deputy head of the school oversees the pre-school and the manager holds a relevant early years qualification at level 5. Opening times are from 8.45am to 11.45am, Monday to Friday, term time only. Sessions times may vary throughout the year. There are currently eight children attending daily. Pre-school children are in receipt of funding for two-year-olds. The pre-school receives support from the local authority. The pre-school supports children for whom English is an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- provide daily opportunities for children to access the outdoor environment to experience fresh air and exercise
- ensure that all staff involved in the preparation and handling of food receive training in food hygiene
- ensure that fresh drinking water is available and accessible at all times.

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

- develop resources to support children's understanding of the wider world and different cultures.

Inspection judgements

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

Staff spend time assessing children's starting points and ability assessments are comprehensive and accurate. Therefore, planned activities and experiences provided are appropriate and challenging. Staff skilfully adapt activities to accommodate varying abilities, enabling all children to participate. For example, self-registration procedures include both pictorial images of children and written names, enabling all children to be

included in this process. Staff listen to the opinions and views of children and follow their interests well, therefore, children are motivated and engaged in their learning as activities reflect individual needs and interests. For example, children express a wish to dance and this request is immediately met as staff enthusiastically jump, dance and roll to the music rhythm. Staff are enthusiastic and this is reflected in the motivation and enthusiasm of children as they participate in a wide range of activities .

Educational programmes cover the seven areas of learning and staff have a good understanding of how children learn. Activities are consistently extended to promote further learning and staff recognise and explore opportunities to develop learning. For example, while outdoors, children watch tadpoles swimming in a pond; learning is extended during group time by singing songs relating to tadpoles and frogs, using some mathematical language. Parents' comment that children are 'progressing and developing well' and staff actively encourage parents to be involved in learning by arranging development meetings to share knowledge of children's stage of progress. Parents' views are valued and staff prioritise open communication with families.

Communication is promoted as staff use good language to develop vocabulary and thinking skills. Staff consistently ask good open questions, such as 'what can you see?' This supports and promotes children's thinking skills. Staff have undertaken training in communication and language and this is reflected in good practice. All children, including those who speak English as an additional language, are progressing well, in relation to starting points because staff communicate appropriately and activities are sensitively planned to ensure all abilities are involved and included. Staff place a high priority on helping children to acquire communication and language skills and in supporting personal, social and emotional skills. Children are developing good physical skills, although, they do not currently access outdoor space each day. This is a breach of legal requirements. The environment is bright and well organised, adequately supporting learning across all areas. However, the equipment and resources do not adequately promote different cultures, backgrounds and beliefs and as a result, children are not appropriately provided with opportunities to learn about differences and similarities. Children are gaining the skills, abilities and attitudes they will need in their next stage of learning and eventually, school. Staff work well as a team and less experienced staff are very well supported. Staff fully understand their role in supporting learning and therefore, the quality of teaching is good. All children, including those whose starting points are below those of other children of their age, are consistently improving in their learning and development.

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

Children are supported by a key person who has developed secure attachments and relationships. The pre-school is small in size and as a result, staff have built relationships with each individual child. Children are confident and happy within the setting and play independently and cooperatively. Friendships are evident between children and staff encourage children to play together. Genuine praise is plentiful and staff comment positively, making comments, such as 'that's brilliant' and 'well done', to celebrate small achievements. This helps to build children's confidence and emotional well-being, promoting independence. Staff work hard to build relationships with parents and this

continues to be an area of focus. For example, staff encourage parents to contribute to the 'wow board' by placing home observations on this display. This helps to link learning between home and pre-school, supporting a smooth transition for children into the setting. A welcoming environment equally promotes independence and children are able to access low-level play materials, allowing them to demonstrate independent decision-making and choice, as they initiate their own play. Resources are varied and the environment is bright and welcoming. Therefore, children are confident and happy during their time in the setting. Staff actively support and promote independence skills. For example, children are encouraged to put on their own coats prior to going outside and independently use the toilet. The focus on independent learning is developing confidence and preparation for children's next stage of learning.

Staff deliver behaviour expectations in a clear and concise manner and this reinforces positive behaviour. For example, staff ask children 'to walk nicely inside'. This request is acknowledged and followed by children. Behaviour is generally acceptable because children understand boundaries and expectations. Challenging behaviour, such as not taking turns and not sharing, is dealt with clearly by staff. Consequently, behaviour is well managed. A named behaviour management representative supports staff in this area.

Children develop physical skills in the outdoor environment and equipment in this space provides opportunities for risk taking and challenge. Children negotiate slopes and steps with ease and staff support them to climb and balance. However, timetabling arrangements for the outdoor environment does not allow children to access this provision daily. As a result, children do not benefit from fresh air and exercise each day. Children's health is promoted as they are provided with a variety of healthy snacks, such as fresh fruit and toast. However, staff preparing these foods have not received training in food hygiene as required, to ensure that they are fully aware of best practice when handling food. Children manage their own personal needs well, such as hand washing independently prior to snack time. This routine is well embedded and children are gently reminded about this good hygiene practice. Other aspects of learning about healthy lifestyles are not well supported. For example, children cannot independently access fresh drinking water, which means that their good health is not consistently promoted and that a legal requirement is not met.

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

Safeguarding children is a high priority for staff and management. Staff are aware of procedures regarding safety and follow them diligently. Staff have attended child protection training and have a clear understanding of their roles and responsibilities in reporting concerns regarding child welfare. Robust recruitment and selection procedures are followed to ensure safe recruitment, including identity checks, qualification verification and reference checks. All staff have undergone security procedures to ensure their suitability for working with children. Management ensure that the environment is safe by completing risk assessment documentation and door entry systems are in place to safeguard the children from unauthorised visitors gaining access. However, there are several welfare requirements that are not met. Staff have not received food hygiene

training and this has a negative impact upon safe practices during food preparation, as a result children's safety is not maintained during mealtimes. Overall, children are able to play in an environment that is safe as effective steps have been taken to minimise most risks.

The provider has a good understanding of their responsibilities, relating to the learning and development requirements. Staffs' professional development is addressed by appraisal meetings with the deputy head teacher. There is a well-organised calendar of training planned for all staff, however, there is no planned or scheduled training for food hygiene. The senior and middle management team complete peer observations and staff are well supported by local authority advisers who visit the pre-school to share good practice. Quality teaching practices are shared between the pre-school provision and experienced colleagues from within the school. The deputy head teacher monitors the quality of teaching and learning by tracking children's progress to identify areas for focus and attention. Self-evaluation has identified areas to improve and the management team have a clear action plan to address improvement. All staff are motivated and this is reflected in their enthusiasm and enjoyment they show in their roles. Staff comment that they, 'feel well supported by management team' and managers aspire to improve and are highly driven.

Staff receive ongoing support from local authority advisers and the pre-school values input from professionals, such as health visitors and the children's centre manager. Good partnership with external agencies promotes good practice by sharing ideas and the management team are committed to effective partnership work. Parents speak highly of the pre-school and make comments, such as 'The teachers are brilliant and I feel comfortable leaving my child'. The management value the views and opinions of parents and partnership with families is a priority for both staff and management. Children are happy and settled in this pre-school.

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	EY468687
Local authority	Bolton
Inspection number	940511
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	8
Number of children on roll	8
Name of provider	St Mary's CE Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01204 333494

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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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