

# St Pauls Pre-School

St. Pauls Primary School, Brinnington Road, STOCKPORT, Cheshire, SK5 8AA

## Inspection date

Previous inspection date

11/06/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### 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	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 quality of teaching is consistently good. Practitioners complete accurate, detailed assessments of children's progress and plan a range of activities in order to meet their individual learning needs. Consequently, children are making good progress in all areas of learning.
- Arrangements for safeguarding children are well established, and clear policies and procedures are implemented consistently. This ensures that children's welfare is protected and children are kept safe from harm.
- Children's physical skills are supported very well by a good range of equipment and dedicated indoor space, and a well-resourced outside area.
- There are strong relationships in place with parents. Practitioners work with parents in close partnership to support children's overall care and their learning needs.

### It is not yet outstanding because

- Practitioners have not yet fully explored the use of peer observation in order to further evaluate and build on their already good practice.
- There is scope to strengthen links with other providers in order to enhance further the interventions that children receive to support their needs.

## 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 toured the whole of the setting and the outdoor area.
- The inspector observed activities in the playroom and outdoors. She looked at the interaction and learning between the practitioners and children.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation and improvement plan.  
The inspector sampled a range of documents which cover the learning and development requirements, including observations, planning and assessments. She also viewed emergency contact information, enrolment forms and written risk assessments.

## Inspector

Lisa Maidment

## Full report

### Information about the setting

St Pauls Pre-School was registered in 2013 on the Early Years Register. It operates from St Pauls Primary School in the Brinnington area of Stockport, Cheshire. Children are cared for in a ground floor playroom with associated facilities and have continuous access to an enclosed outdoor play area. The pre-school serves the immediate locality and also the surrounding areas. It is open each weekday during term time only. Sessions are from 8.45am to 11.45am and 12.15pm until 3.15pm. Children attend for a variety of sessions. There are currently 30 children on roll in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities, and children who speak English is an additional language. There are currently six members of staff working directly with the children, five of whom have an appropriate early years qualification. The pre-school works closely with the school headteacher and receives support from the local authority.

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

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

- develop ways in which peer observation can be used to evaluate practice, promote professional development and enhance the already good practice across all practitioners, in order to enhance children's learning even further
- strengthen the links with local schools and nurseries in order to enhance further the interventions that children receive to support their individual needs.

### Inspection judgements

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

Children have good opportunities for learning in this pre-school as the manager has ensured that all her practitioners understand how to develop and move on children's knowledge. There are rich opportunities for children to extend their understanding in order to progress towards their next stage of learning. For example, children develop effective characteristics for learning when looking for worms in their habitats. There are good opportunities for children to critically think, investigate and answer questions because practitioners provide appropriate resources to use. Practitioners use effective questioning to enhance communication skills, which children practise to show their understanding. Older children are able to explain methods when playing with coloured sand to develop their grasp of capacity. Further opportunities to make marks in the sand build on their awareness of literacy. As a result, children make good progress towards the early learning goals.

Observations form an integral part in the assessment and planning process of the pre-school. Photographs build up pictures of children's abilities to succeed and progress. Information taken from parents when children first start provides starting points for key persons to identify learning. Planning is individual and tailor made for children and is broadly based around their interests. Any gaps in learning are identified quickly and narrowed using effective practice. There is a good balance of adult-led and child-led activities to encourage children to do well. Phonic sessions take place daily before snack time where children learn sounds, which builds on their understanding of communication and language. For example, practitioners spell out words to identify objects, which gives children opportunities to develop their listening skills. They use phrases, such as 'How do we say..?' and 'What do you think this is?', to encourage children to remain motivated and interested to learn. Consequently, children learn from a balanced routine and are well stimulated throughout the day.

The manager has effectively planned the pre-school to give maximum play space for children. The rooms are well set out with invitations to play, which are interesting and raise children's inquisitiveness. The reading area gives children opportunities to quietly look at books and the home corner provides stimulation and reflects children's current interests. Children can explore the construction area, using different types of bricks to build interesting models. The messy play room allows children to become fully immersed in painting or experiment with play dough, using fine motor skills to roll, cut and squeeze. Children have free-flow access to the exciting outdoor learning environment. Children find out about how things grow as the practitioners support them to plant potatoes and broad beans. They have fun in the mud kitchen and play in the puddles they dig in the ground. They have opportunities to develop coordination on the balance bikes or learn how to pedal along on the tractors. Dens are built in the small wooded area and children enjoy playing hide and seek amongst the bushes. Parents contribute to children's learning journals, informing the pre-school of activities they have engaged in with children at home. Overall, children have good opportunities which motivate them ready for their future learning.

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

Practitioners support children well in managing their emotions. They give praise which raises self-esteem and encouragement to persevere. Lots of cuddles are given if children feel sad or unhappy, and kind words are expressed to raise confidence. Behaviour is good. The manager successfully supports her practitioners to demonstrate positivity in order to ensure that children learn how to behave well and any negative actions are quickly negated. For example, practitioners successfully help children to share resources through demonstration and reassurance. Children take pride in their work as they discuss their own individual paintings exhibited on display boards around the pre-school. Children learn how to become ready for the transition to school by becoming independent. For example, they are encouraged to hang up their coats on hooks and put on their own wellies. Therefore, children's emotional well-being is promoted and their self-esteem is raised.

Children's lifestyles and their ability to recognise healthy choices are promoted well. Snack

time is a social occasion where, after children have washed their hands, they can self-select food which is good for them. They sit around tables and pour their own drinks. Any spillages are quickly mopped up and children develop good manners by saying 'please' and 'thank you'. Conversations take place between practitioners and children to help them understand healthy lifestyles, for example, 'drinking your milk will help you grow strong'. Parents contribute to the routine by providing information of children's allergies and care routines. Children bring parents and relatives along to weekend 'fun days' where they take part in activities which promote physical skills and outdoor learning. As a result, children, parents and practitioners work well together to promote healthy lifestyles.

The outdoor environment is a particular strength of the pre-school. There are opportunities for children to develop their physical skills on the large apparatus provided. They can climb and slide down, or look through the convex windows on the large climbing frame. Children take small risks by riding two-wheeled bicycles or simply sit down in the shade with numbers and shapes. Wet play enables practitioners to talk with children about the properties of water, and outdoor painting is enjoyed because children talk about the colours around them. The manager ensures there is a good balance of practitioners between the indoor and outdoor environment who follow children's leads. They ensure that children remain safe at all times. There is a designated practitioner who makes sure that all equipment and areas of the pre-school are free from hazards and all areas of the premises are checked daily. Therefore, children are able to play outside safely throughout the day.

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

Safeguarding is good. The manager ensures that all aspects of the pre-school are safe and children can play securely. She understands the procedures to follow if she has a concern about a child, or if she feels a child is at risk. All practitioners follow robust policies and procedures, which are reviewed regularly and they are clear who to contact in the event of a whistleblowing situation. Fire drills are practised in accordance with the on-site school's procedures and all practitioners have up-to-date statutory checks to ensure their suitability. There are robust written risk assessments which highlight any hazards for children and practitioners in the setting. All of the safeguarding and welfare requirements of the Early Years Foundation Stage are met. All practitioners have a good understanding of safeguarding and most have attended recent training in keeping children safe. The manager has attended designated persons safeguarding training and understands thoroughly how to support her practitioners if she has any concerns regarding a child's care. This ensures there are safe and well-understood practices that ensure children's safety.

The recruitment and monitoring of practitioners is good. Robust procedures are in place to effectively select practitioners who complement each other. The manager has begun to observe her practitioners. She is planning to extend this good practice to develop further effective teaching and learning through mentoring and shadowing experiences. There are also plans to develop peer observations to extend this approach further so that children continue to achieve good levels of progression in all aspects of their learning. Practitioners

access training that is provided by the local authority. This develops their skills and contributes well towards their professional development. The manager effectively monitors children's progress to ensure the setting meets the learning and development requirements. The evaluation of her setting highlights appropriate areas for improvement. For example, she would like to build better partnerships with local schools and nurseries. to further support the transition of children to their next stage of learning.

Practitioners have a good understanding that working closely with parents and other external agencies has a significant impact on children's learning and development. Parent partnerships are good and practitioners take the time each day to let parents know what their child has been doing. Parents are invited to comment and those spoken to on the day of inspection were extremely positive. For example, parents express how their children's development has progressed quickly and how well practitioners settle the children. They view the setting as a welcoming environment where all children's needs are met. Parents have high regard for the practitioners, and in particular the manager, who has worked hard to enable this setting to be good. The relationships between parents and practitioners are strong, and comments such as 'thank you so much for everything you have done for my child' give a clear message that parents value the setting and the leadership team.

## 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

<b>Unique reference number</b>	EY472728
<b>Local authority</b>	Stockport
<b>Inspection number</b>	949008
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Samantha Louise Quinn
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07527 408558

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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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