

# St Mary's Pre-School Playgroup

St. Marys RC Primary School, Gladstone Street, GLOSSOP, Derbyshire, SK13 8NE

<b>Inspection date</b>	11/12/2014
Previous inspection date	31/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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		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

- Partnerships with parents are effective. The appropriate sharing of information between the pre-school and the parents ensures continuity of learning and development, and promotes the well-being of all children.
- Children are settled and secure because they have formed close bonds with all staff, who know them well. This means each child's needs are well met.
- Staff have a good understanding of how to protect children and promote their welfare because safeguarding policies and procedures are effectively implemented.
- Partnerships with parents are effective. The appropriate sharing of information between the pre-school and the parents ensures continuity of learning and development, and well-being for all children.

### It is not yet outstanding because

- On occasions, staff do not provide additional challenge during all planned activities to enable more able children to extend their learning even further.
- Children are not always provided with an exceptional range of media and materials to enhance their exploration of colour, design and texture.

## 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.

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 main room and the outside area.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the pre-school.
- The inspector looked at children's assessment records and planning documentation.
- The inspector viewed the pre-school's self-evaluation form and development plan.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Diane Williamson

## Full report

### Information about the setting

St Mary's Pre-School Playgroup was registered in 1985 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from purpose built premises in the grounds of St Mary's RC Primary School in Glossop, Derbyshire. The pre-school serves the local area and is accessible to all children. The pre-school currently employs three members of staff, all of whom hold relevant childcare qualifications at level 3. The pre-school opens Monday to Friday, from 8.45am to 11.45am, and 12.25pm to 3.25pm on Monday and Wednesdays, term time only. There are currently 19 children on roll, all of whom are in the early years age range. The pre-school provides funded early education for three- and four-year-old children and supports children with special educational needs and/or disabilities. It 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:

- consider ways to support more able children to extend their learning even further, in particular, during planned mathematical activities
- extend the range of media and materials to enhance children's exploration of colour, design and texture in all expressive art and design activities.

## Inspection judgements

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

Children are well supported in their learning and development because staff's teaching is rooted in a good knowledge and understanding of the Early Years Foundation Stage. Staff come alongside children as they play and extend their learning through a range of good teaching techniques. This ensures children acquire the skills and attitudes they need to be prepared for the next stage in their learning and eventually school. For example, the children are successfully supported to develop their communication, language and early reading and writing skills. Staff skilfully enthuse and engage children with a range of interesting and engaging activities. Funded four-year-old children are encouraged to use their senses to describe how the weather looks, sounds and feels, during the 'winter weather walk'. They are challenged to answer questions and they develop a wide vocabulary as they engage in conversation. Therefore, children are supported to develop the characteristics of effective learning as they explore, investigate and think critically about their experiences. However, on occasions, staff do not extend activities to ensure all children are fully challenged. For example, more able children easily complete a mathematical activity, ordering parcels from one to ten. Staff do not extend the activity by using additional resources to count higher, or pose questions to encourage children to

undertake simple calculation. Therefore, children's progress is not always as swift as it could be. Similarly, staff do not always provide additional resources or ideas to make activities inspirational. For example, there is room to improve the range of media and materials available to children, to enhance children's exploration of colour, design and texture to an exceptional level.

Staff make accurate observations and assessments of children's abilities, identifying precise next steps to plan for children's future learning. For example, staff assess children's understanding of number sequencing, using resources which relate to the current Christmas theme. They then use this information to identify what children need to learn next to help them consolidate and refine their skills. Activities are then planned to provide children with learning opportunities to progress further. Staff also use information from parents to identify children's learning needs and interests. Children's ideas are valued and are used to plan activities. This means that children are motivated and engaged as they take part in learning experiences that interest them. Staff share information with parents about children's achievements, which enables parents to extend children's learning at home. This effective approach means that children make good progress towards the early learning goals, in relation to their starting points.

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

Children's behaviour is very good because staff make boundaries clear to children and have consistent expectations which children understand. Staff are effective role models and treat all children with respect. Children confidently access the range of activities in the pre-school and take part in the routines of the day, showing good independence skills and a sense of belonging. Staff offer praise and encouragement, which helps to promote children's self-esteem and confidence. Children learn about the needs and feelings of others through sharing, taking turns and helping others. For example, children proudly tell their parents they have been chosen to be the snack time helper.

Partnerships with parents are established from the outset, to help children settle at the pre-school. Children with special educational needs and/or disabilities settle well because their needs are fully explored as staff and parents work together. As a result, children are given good levels of support to meet their individual needs. The friendly atmosphere and the strong bonds between staff and children means that all children feel secure. The pre-school has also developed good links with the on-site school and children play in the school playground with reception class children. This helps them to develop confidence in larger group situations and become familiar with some of the school routines. Consequently, they are emotionally prepared for the next stage in their learning.

Children develop a good understanding of the importance of looking after their bodies, as they learn about healthy lifestyles. For example, they independently access drinking water throughout the session and are able to explain why they use tissues to blow their noses. They regularly use large apparatus when they play with the reception age children in the primary school playground. As a result, children's physical development is very well supported as they challenge themselves to develop their skills in balancing and climbing. Children are kept safe. Staff are vigilant, ensuring that children play in a safe environment.

They also encourage children to manage their own risks. Children demonstrate their understanding as they walk safely outside in the winter weather conditions.

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

The manager's understanding of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage is good. There is a robust recruitment process in place and all staff have had relevant checks to ensure they are suitable to work with children. The designated lead for safeguarding has a clear understanding of the role and provides support to staff. Staff understand the policies and procedures around child protection and are also clear in their roles and responsibilities to ensure children are protected and kept safe. Staff are consistent in knowing what signs and symptoms to be aware of and know the procedures to follow if they have concerns about a child's welfare. The premises, the outdoor area and the resources are risk assessed to ensure they are safe for children to use. All staff have first-aid qualifications. As a result, children's welfare is very well promoted.

The manager's understanding of how to meet the learning and development requirements of the Early Years Foundation stage is also good. The manager monitors the children's progress and the effectiveness of the educational programmes. This is achieved through regular team meetings and individual staff meetings. The manager has completed a self-evaluation of the pre-school, and this includes strengths and areas for development. The recommendation from the last inspection has been well met. The current development plan includes recent achievements and targets for the future. Training is identified and staff are supported to attend, in order to improve the outcomes for children. The manager diligently carries out effective appraisals with the staff. Consequently, there is a strong capacity for continual improvement. The staff share issues and ideas regularly, in order to ensure their practice has a positive impact on children's learning and development. As a result, the quality of teaching is good and children make good progress.

The pre-school works well with parents and other professionals. The manager arranges appropriate interventions in order for children to receive the support they need, such as accessing the expertise of the speech and language therapist. This helps to ensure all children are supported to reach their full potential. Partnerships with parents are positive and the parents speak very highly of the caring and committed staff. Parents state that they feel fully involved as staff involve them in any decisions about their children, and keep them up to date with their children's learning and development needs. Consequently, children benefit from continuity of care and learning.

**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
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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	206873
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	865448
<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>	20
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Margaret Cockin
<b>Date of previous inspection</b>	31/03/2011
<b>Telephone number</b>	01457 855412

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

