

Sutton St. James Pre-school

Church Lane, Sutton, Macclesfield, Cheshire, SK11 0DS



Inspection date

Previous inspection date

30 April 2015

23 June 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Practitioners do not plan children's individual learning effectively. Next steps for learning are not specific or measurable enough. They are not shared consistently with everyone involved in the child's learning. Consequently, children do not make good progress.
- Managers have not implemented effective systems for monitoring the quality of teaching and so practitioners do not know what they must do to improve.
- Practitioners do not always provide timely support for children who are learning to manage their own personal needs.
- Practitioners do not take enough account of the seven areas of learning when they plan routines, such as snack time. As a result, daily opportunities to promote children's learning are missed.
- Practitioners do not consistently apply the rules for promoting children's positive behaviour. As a result, children do not always know the expectations for their behaviour in the group.

It has the following strengths

- Partnerships with parents are strong. Children are encouraged to bring items from home in special boxes. Sharing these with their key person helps children to settle in. Practitioners provide ideas and activities that promote children's learning at home.
- Children make successful moves to school because pre-school and school practitioners work together to ensure that children know what to expect.

What the setting needs to do to improve further

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

- identify a manageable number of specific and measurable next steps for each child's learning; share them effectively with everyone involved in promoting children's learning and development; use them to plan challenging experiences that promote children's best progress.

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

- establish effective systems for monitoring the quality of teaching, so that all practitioners know what they must do to improve their skills
- improve the timeliness of support for children who are learning to manage their own personal needs, so that they progress swiftly towards independence
- review and improve the planning of daily routines so that they fully promote children's learning and development across the seven areas of learning
- improve further the strategies for promoting positive behaviour, so that rules are applied consistently, and children always know and understand the behaviour that is expected of them.

Inspection activities

- The inspector toured the pre-school.
- The inspector observed activities in the playroom.
- The inspector met with the provider and the manager.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a range of documents including those used for assessment, planning and observation.
- The inspector checked evidence of the suitability and the qualifications of all practitioners working with children.
- The inspector took account of the views of parents and carers, including those spoken to on the day.

Inspector

Susan King

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The quality of teaching is not consistent. Some practitioners skilfully question children and help them to recall and think about the main events of familiar stories. However, some practitioners do not interact with children effectively enough to deepen their thinking and continuously extend their learning. Consequently, the key skills that children need to start school are not always fully promoted. Practitioners understand how children learn. They understand how play activities promote the seven areas of learning. However, some routines, such as snack time, are mundane. They do not provide children with daily opportunities to practise and improve their skills and knowledge. Key persons accurately summarise children's progress. They discuss children's achievements with parents. They identify next steps for children's learning. However, these are not specific enough to lead to effective planning that promotes children's swiftest possible progress. In addition, the next steps are not communicated so that everyone knows them. As a consequence, children are not consistently challenged and supported to make rapid progress when they engage with different practitioners and activities during the session.

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

Relationships within the pre-school are friendly. Children arrive happy and ready to play and learn. However, there are occasions when key persons do not provide the individual and timely support that promotes younger children's rapid progress towards independently managing their own personal needs. Practitioners regularly teach children the pre-school's golden rules for behaviour. However, children do not always understand how to behave because the rules are not applied consistently throughout the session by all practitioners. Children participate in planning the next day's activities by expressing their interests and choosing toys from the picture catalogue. This promotes their confidence and self-esteem. Risks to children's safety are appropriately managed. For example, the manager always checks the premises for hazards before the pre-school activities are set out.

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

The manager and committee understand their responsibility to ensure that the requirements of the Early Years Foundation Stage are met. The safeguarding of children is suitably prioritised. Procedures are in line with guidance from the Local Safeguarding Children Board. There is clear commitment to improving the quality of the provision. Progress towards meeting the actions and recommendations set at the last inspection is evident. However, the closer monitoring of children's achievements has not yet led to a fully effective approach to planning children's learning. Supervision is supportive and practitioners' attendance at training improves the educational programme. For example, the teaching of early phonics is developing well. However, the qualified practitioners do not yet achieve consistently high quality practice. This is because the monitoring of their teaching does not yet provide them with clear targets to improve.

Setting details

Unique reference number	305353
Local authority	Cheshire East
Inspection number	980774
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	40
Name of provider	Sutton St James Pre-School
Date of previous inspection	23 June 2014
Telephone number	01260 252 112

Sutton St. James Pre-school was registered in 1970. It is managed by a voluntary committee. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 12 noon. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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