

St. Bertelines Pre-School

St. Bertelines CofE Primary School, Norton Lane, Norton, RUNCORN, Cheshire, WA7 6QN



Inspection date

30 April 2015

Previous inspection date

28 March 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

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

- The provider has failed to notify Ofsted of changes to the management committee and the appointment of a new manager. Although this does not impact directly upon the children's well-being, it is a breach of the safeguarding and welfare requirements.
- Staff do not yet have the opportunity to observe and discuss practice, in order to share good practice with one another.
- Parental views which contribute towards children's initial assessments are not thoroughly documented. Consequently, staff do not always obtain a balanced view of children's existing skills when they begin attending the pre-school.

It has the following strengths

- Children are making good progress in their learning and development. This is because the quality of teaching is good. Staff provide challenging experiences for all children, which supports their individual needs and abilities.
- Children are safe and secure because the staff have a sufficient understanding of how to safeguard children by effectively minimising risks.
- Staff establish good partnerships with parents. Effective systems are in place, which means parents are well informed of their children's progress and next steps in learning.
- Parents are supported to extend children's learning at home, and this collaborative approach contributes to the overall progress children make.
- Staff are well qualified. They are committed to attending further training, to develop their knowledge and understanding of how to promote children's learning.

What the setting needs to do to improve further

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

- enhance the professional development of staff through sharing examples of good practice and sharply focused evaluations, for example, through offering opportunities to observe and discuss practice
- develop the assessment arrangements further by including the views of all parents in initial assessments of children's skills, to gain a balanced view of what they already know and can do.

Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to both children and staff and observed play and learning activities within the main environment.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector met with the manager and checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector carried out a tour of the premises.

Inspector

Alison Regan

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children make good progress and are developing the basic skills they require in readiness for school and the next stage in their learning. This is because staff have a good understanding of how children learn and develop. Children make choices from a range of age-appropriate activities and resources, which contributes to their progress in learning and development. For example, children enjoy constructing a car out of magnetic shapes and confidently count numbers in sequence. This fosters their skills in mathematics. Children's literacy skills are supported in the pre-school because they enjoy listening to a story at the end of a session. Staff fully involve parents with their child's learning by sharing their progress on a regular basis. However, parents' views are not always documented in children's initial assessments, in order to provide a balanced view of children's existing skills. As a result, staff cannot always plan for their achievements from home. Staff prepare children well for their move to school. They have strong links with teachers and they place emphasis on encouraging children's independence.

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

The provider has failed to inform Ofsted of a change to the manager, which is a breach of legal requirements. However, suitability checks on the manager have been carried out by the provider and the impact on the welfare of the children in the pre-school is minimal. Children's emotional well-being is supported by staff and all children are confident learners. This is because there is an effective key-person system which support children's individual needs. Staff help children to learn about healthy lifestyles. For example, they explain why children need to follow good hygiene routines. Children enjoy riding bicycles and use the climbing apparatus, which helps to support their physical skills. Staff consistently praise children's efforts and thank them for being helpful, particularly when they do tasks by themselves. This enables children to develop good self-care skills and feel proud of their achievements.

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

The pre-school has experienced a period of change; since the last inspection a new manager has been appointed and there has been a change to the management committee. The registered provider's lack of understanding of their responsibilities has resulted in the legal requirement to inform Ofsted of changes to management not being met. The manager checks the educational programmes through children's assessments and group tracking sheets. This enables staff to identify areas of learning which are less than expected. The manager is committed to continuous improvement. She has a working action plan and knows exactly what needs to be improved. Staff benefit from regular supervision, training and support, which means that they are able to enhance their skills, knowledge and qualifications. This benefits children as staff are able to continue to meet all children's needs. However, there is not yet a system in place for staff to share good practice, for example, by observing and discussing their work with each other.

Setting details

Unique reference number	303483
Local authority	Halton
Inspection number	864777
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	14
Number of children on roll	28
Name of provider	St. Bertelines Primary School Governing Body
Date of previous inspection	28 March 2012
Telephone number	01928 719847

St. Bertelines Pre-School was registered in 1988 and is managed by the governing body of St. Bertelines Primary School. The pre-school employs two members of childcare staff. Of these, one holds an appropriate early years qualification at level 3 and the manager holds a qualification at level 6. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.45am until 11.45am and 12.30pm until 3.30pm. The pre-school provides funded early education for three- and four-year-old children.

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