

# St Alban's Pre-School

St Alban's Catholic Primary School, Priory Lane, Macclesfield, Cheshire, SK10 3HJ



## Inspection date

12 May 2015

Previous inspection date

19 October 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The staff have an exemplary understanding of children's abilities. Children are making excellent progress from their starting points. Staff provide a vibrant range of activities, which captivate children and widens their knowledge of the world. Excellent communication with parents ensures they can build on these activities at home.
- Teaching is outstanding as staff expertly promote and extend children's learning at every opportunity. They encourage them to develop critical-thinking skills and to become active learners, who are inquisitive and very confident.
- Children are successfully prepared for their next stage of learning. This is because staff enable them to become competent in their self-help skills, develop their skills in literacy and mathematics, and teach them about social behaviour.
- Staff have excellent records of children's abilities, and actively use these assessments as a basis for planning activities. Children's progress is carefully reviewed by staff and the manager.
- Children's personal, social and emotional needs are extremely well met. The friendly and community-based ethos of the pre-school, ensures that children settle quickly and develop excellent relationships with their key person, other staff and each other.
- The management team and staff are very well organised. They draw on their highly effective partnerships with the school and other professionals, for advice and training opportunities, in pursuit of continual improvement. This ensures they keep up to date on learning and development issues.
- Leadership is inspirational. Meticulous self-evaluation and reflective practice, ensures that staff, parents and children are all highly involved in the setting's continual development, in pursuit of excellence.
- Excellent safeguarding procedures are well known and implemented by staff, who place the utmost importance on ensuring children are extremely safe and secure at all times.

## What the setting needs to do to improve further

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

- include more opportunities for staff to observe each other's teaching and provide feedback to each other on strengths and areas for improvement.

### Inspection activities

- The inspector observed activities in the main playroom and outside play area.
- The inspector held meetings with the manager of the setting, and undertook a joint observation with her.
- The inspector looked at children's records, including their assessment records, staff's planning documentation and a selection of policies.
- The inspector reviewed evidence of the suitability checks and qualifications of staff working with children.
- The inspector took account of the pre-school's self-evaluation and improvement plan as well as the details held on its website.
- The inspector took account of the views of parents and school staff, spoken to on the day.

### Inspector

Sarah Rhodes

## Inspection findings

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

Staff actively teach the children throughout the day. A key strength of the pre-school is the conversations between children and staff. Staff expertly promote children's confidence and curiosity. The way staff pose questions and the tone of their voice, gives the impression that children and adults are on a learning journey together. For example, staff encourage children to ask a visitor questions which helps them piece together clues about what the visitor's job is. Children are provided with a very rich, range of activities, which promote their communication and literacy skills. They enjoy using rhythm and rhyme, and tap out patterns, as they start to understand about rhyming words. Focused sessions, using letter sounds, extends their understanding. Children have many opportunities to make marks and move on to shapes and letters. Self-registration name cards provide children with regular opportunities to practise recognising their name, and they are used to copy from when writing their name. Children who speak English as an additional language, are well supported to make connections between their home language and English. Staff use every opportunity to reinforce mathematical language. They actively plan activities which reinforce children's understanding of number, colour and language.

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

Children understand the rules of the group and are very kind to their friends. Routines are clear and promote successful learning. The children are able to concentrate and cooperate in groups. There are key skills they will need when they move into primary education. They are very independent and show immense pride when they undertake special roles, such as preparing snack. Children have a deep understanding of how to keep themselves and others, safe and healthy. For example, children understand that two people are needed to carry heavy blocks, and they know why the visitor to the pre-school sometimes needs a high-visibility jacket to keep him safe.

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

The children benefit from a pre-school with a strong management team. The clear emphasis on regularly checking the quality of children's learning and staff teaching, means that improvements are constantly implemented. Staff keep excellent records of children's learning and complete detailed summaries of their progress on a regular basis. Staff regularly check each other's written assessments to ensure they are a true reflection of children's abilities. The manager observes staff teaching and gives feedback on how they can improve. There is scope to extend these observations, to give all staff an opportunity to learn from observing each other's teaching. Parent partnership is excellent. Opportunities to become involved in children's learning are wide ranging. For example, children borrow books, and parents have prompt sheets to explain how they can get the best out of reading times. Staff are well qualified and have high levels of training, which are constantly extended. Specialist training, such as block play, phonics and mathematics teaching, have a positive effect on staff's ability to provide exemplary care and education.

## Setting details

<b>Unique reference number</b>	305313
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	867584
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	70
<b>Name of provider</b>	St Alban's Pre School Committee
<b>Date of previous inspection</b>	19 October 2009
<b>Telephone number</b>	01625 431929

St Albans Pre-School was registered in 1981. It is run by the St Albans Pre-school committee, a sub-committee of the governing body of St Alban's Catholic Primary School in Macclesfield and operates from the school campus. The pre-school employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 5, three at level 3 and one at level 2. The pre-school is open five days a week from 8.40am to 11.40am and 12.20pm to 3.20pm, during term time. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language, and children with special educational needs and/or disabilities.

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