

Holy Spirit Pre-School/Playgroup

Holy Spirit RC Primary School, Cotterill, Halton Brook, Runcorn, Cheshire, WA7 2NL



Inspection date

2 June 2015

Previous inspection date

11 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff form close relationships with their key children and understand how to best meet their individual needs. As a result, children develop their confidence and self-esteem.
- Children make good progress in their learning including those with special educational needs and/or disabilities, as staff effectively monitor the tracking of children's progress.
- Children are well prepared for their next stage in learning and their move to school.
- Safeguarding policies and procedures within the setting are robust and help protect children from harm.
- Partnerships with parents, schools and other professionals are very good and have a positive impact on children's care, learning and development.

It is not yet outstanding because:

- Staff sometimes miss opportunities to challenge and extend children's learning through careful questioning.
- Staff supervisions do not yet focus strongly enough on raising the quality of teaching further, to a higher level.

What the setting needs to do to improve further

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

- improve the quality of the already good teaching in place by developing staff's questioning skills and ability to challenge children's thinking
- build on the professional development of staff by monitoring the quality of teaching further to help raise this to an outstanding level.

Inspection activities

- The inspector observed play and learning activities both indoors and outside and conducted a joint observation.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector carried out a meeting with the manager and deputy manager.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the provider's self-evaluation and improvement plans.

Inspector

Nadine McCarthy

Inspection findings

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

The quality of teaching is good. Staff plan a wide range of interesting activities and experiences that stimulate children's learning and investigation skills. For example, children enjoy exploring in water in the outdoor area and use this to make mud pies. Staff are skilled in listening to children and responding to their needs. They provide commentary and discuss activities with children during play. However, staff sometimes miss opportunities to extend children's learning even further, through careful questioning. Staff complete regular assessments of children and use these to identify next steps in learning. Children including those with special educational needs and/or disabilities make good progress, in relation to their starting points. A strong focus is placed on developing children's physical skills by providing lots of different tools for mark making and by assessing children's pencil grip. This helps prepare children for their next stage in learning and the move to school. Information about children's learning and development is shared with parents, during termly meetings. Staff have developed strong links with parents and families. They often organise workshops that aim to develop parents' understanding of the Early Years Foundation Stage. This helps parents to promote children's learning at home.

The contribution of the early years provision to the well-being of children is good

Children form strong bonds with staff. Staff understand children's needs well. They are happy when they arrive at the setting and settle quickly. Key persons work with parents to develop a settling-in plan, ensuring children's emotional needs are supported. Transitions into schools and other settings are strong. Staff prepare transitions booklets for individual children to enable them to become familiar with their new school and adults who work there. Staff regularly praise children and encourage positive behaviour. Children are learning to be independent and staff promote this well throughout the setting. For example, children are encouraged to do things for themselves, such as dressing for outdoor play and serving their own breakfast and snack. Children are encouraged to follow good hygiene practices, such as hand washing and brushing their teeth. This helps children learn about healthy practices.

The effectiveness of the leadership and management of the early years provision is good

Managers have a very good understanding of the requirements of the Early Years Foundation Stage. Effective systems are in place to monitor and review the progress of all children. This allows any gaps in children's development to be quickly identified and addressed. This helps all children to make good progress in their learning. Supervisions help support staff's knowledge and professional development, but are not yet focused enough on raising the quality of teaching to the highest level. Staff access training and are supported to further their qualifications. This has a positive impact on meeting children's individual needs, including those with special educational needs and/or disabilities. Managers effectively evaluate their practice and identify improvements.

Setting details

Unique reference number	303470
Local authority	Halton
Inspection number	867460
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	47
Name of provider	Holy Spirit Pre School Playgroup Committee
Date of previous inspection	11 October 2011
Telephone number	01928 572589

Holy Spirit Pre-School Playgroup was registered 1984. The setting employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, four hold appropriate early years qualifications at level 3 and three hold appropriate early years qualifications at level 2. The setting opens Monday to Friday, term time only. Sessions are from 8.45am until 3.15pm. The setting provides funded early education for two-, three- and four-year-old children.

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