

# St. Marie's Pre School and Before and After School Club



St. Marie's RC Primary School, Avondale Street, Standish, Wigan, Lancashire, WN6  
OLF

## Inspection date

3 July 2015

Previous inspection date

15 March 2012

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
		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 quality of teaching across the pre-school and the before and after school club is outstanding. Staff work exceptionally well as a team to provide high-quality learning experiences for all children, both inside and outside. As a result, children are highly motivated and develop great enthusiasm for play and learning.
- Children form exceptional relationships with staff. Partnerships with parents are highly efficient. They lead to consistent and comprehensive care arrangements that support each child's welfare and instil confidence in parents.
- Excellent partnerships with other providers lead to children being very emotionally supported in their moves to and from pre-school, and to the before and after school club. Staff share information about each child's overall development.
- The organisation of the pre-school and the before and after school club is exemplary. Staff work extremely hard to create a welcoming environment where both children and staff are calm, purposeful, have fun and learn together.
- All staff are highly skilled in how they talk to children. All children are expertly supported to think, express themselves and relish testing their skills.
- The provider has a strong commitment to monitor children's progress and ensure that each child is safe and fully supported to reach their full potential. This results in all children making excellent progress in their development given their starting points.

## **What the setting needs to do to improve further**

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

- continue to extend the excellent partnerships with other providers to share more detailed information about children's individual learning targets in order to enhance continuity for children's learning even further.

### **Inspection activities**

- The inspector observed activities in the pre-school, the after school club and in the outdoor areas.
- The inspector held meetings with the managers and had discussions with staff, including the deputy manager.
- The inspector looked at children's work and records and planning documentation.
- The inspector checked evidence of suitability and qualifications, including first aid, of staff working with children and reviewed the provider's self-evaluation documentation.
- The inspector took account of the views of parents and children spoken to on the day and in feedback provided to the pre-school.
- The inspector completed a joint observation with the manager.

### **Inspector**

Mary Wignall

## Inspection findings

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

The quality of teaching is excellent. It is firmly based on knowledge gained from higher qualifications and regular training on various communication and literacy development strategies. Consequently, children speak with clarity, confidence and have excellent listening skills. Staff make sure that they know the different languages children use, including sign language, which helps all children, including children who speak English as an additional language, to make rapid progress in their learning. Children initiate many activities themselves. They are expertly supported by well-deployed staff who understand when to join in and when to give children time to practise and refine their skills. Children demonstrate enthusiasm for play and show great critical thinking skills as they persist to solve a range of problems in their play. Planning and assessment arrangements are precise and sharply focussed on every child's needs. All staff are involved in planning for children. They use many highly effective ways to involve parents to ensure continuity in children's learning in the pre-school, before and after school club and at home. Consequently, children are very well prepared and equipped for their future learning.

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

The well-established staff are excellent role models for children. They are caring, calm, attentive, and polite. Exceptional partnerships with parents result in staff knowing children well. They use this knowledge extremely well to care for and support children, helping them to feel settled and welcome. Staff are highly effective in helping children to understand what behaviour is acceptable and in promoting positive relationships between children and adults. They ensure that all children, including those with special educational needs and/or disabilities, are included, feel valued and are developing good levels of self-esteem. Staff provide excellent opportunities for children to share responsibilities in daily routines. This helps children to develop high levels of independence and self-care skills. All staff have an excellent understanding of their responsibilities to safeguard children. They implement policies exceptionally well to support children's health, safety and well-being.

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

The provider has a very secure knowledge of the requirements. Staff attend specialist training with other professionals and parents. This ensures that they have a full understanding of each child's unique needs and are confident and competent to respond to them at all times. Highly effective arrangements for staff recruitment, professional development and support lead to consistently high standards. These include regular supervision and internal and external monitoring of the quality of teaching. Excellent partnerships with other providers result in staff having a shared view of each child's development. The provider has identified how this can be enhanced further by sharing even more detailed information about children's individual learning targets. Self-evaluation procedures are very robust and fully involve parents, partners and the local authority. The self-evaluation is used actively to build on their already very strong practice.

## Setting details

<b>Unique reference number</b>	EY274797
<b>Local authority</b>	Wigan
<b>Inspection number</b>	856151
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	74
<b>Number of children on roll</b>	125
<b>Name of provider</b>	St Marie's RC Committee
<b>Date of previous inspection</b>	15 March 2012
<b>Telephone number</b>	01257 422975 or 07903 165809

St. Marie's Pre School and Before and After School Club was registered in 2003. It employs four members of childcare staff in the pre-school. Of these, all hold appropriate early years qualifications, one at level 6, two at level 3 and one with Qualified Teacher Status. It employs nine members of staff in the before and after school club. Of these, eight hold appropriate qualifications in early years and play work. The pre-school group is open from 9am to 4.15pm, and the before and after school club opens from 7.30am to 8.45am and from 3.15pm to 6pm each weekday during term time. The setting supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school provides funded early education for three- and four-year-old children.

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