

# St Mary's Pre-School

St Johns Hall, St Johns Way, Corringham, Essex, SS17 7LJ



<b>Inspection date</b>	20 October 2015
Previous inspection date	18 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Partnerships with parents and external agencies are a key strength and are highly effective in ensuring appropriate interventions are secured. All children receive the support they need.
- Children's behaviour is very good. They listen to staff and to each other as they learn to play. All children are confident and their emotional well-being is supported well.
- The manager and staff continually evaluate the practice in the pre-school. They accurately identify aspects for improvement to support the ongoing development of the setting.
- Staff have a secure knowledge of how children learn. They provide a rich, varied and imaginative programme of activities and play opportunities. Precise observations, assessments and planning for individual children contribute to them continuing to progress well in their learning and development.
- Children are well prepared for their future and starting school. They develop good self-help skills, confidence and independence. Staff patiently encourage them to do things for themselves.

### It is not yet outstanding because:

- Staff do not always give children the time they need to think about and share their responses to the questions they ask.
- Staff development programmes do not focus enough on raising the quality of teaching to its highest level.

## What the setting needs to do to improve further

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

- provide children with enough time to connect ideas and think about how they will verbally respond to questions
- enhance opportunities for staff to develop their teaching skills and increase the potential for children's achievements to be raised to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Lianne McElvaney

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff team has a good understanding of how to keep children safe and progress them in their development. The arrangements for safeguarding are effective. Staff have a secure understanding of their responsibilities. There are comprehensive supporting policies in place. Effective monitoring of children's progress is undertaken. Good arrangements for supervision mean staff's practice are monitored and general training needs are identified and addressed. However, the focus on improving teaching skills is not strong enough to achieve the highest standards with all staff. Systems for evaluating the provision are in place and effective. Staff establish good partnerships with parents by engaging in discussions about their child. Partnerships with external agencies are good.

### Quality of teaching, learning and assessment is good

Staff provide children with a broad range of activities that meet their individual needs. There is a stimulating environment and good quality resources. Children readily make decisions about their play. For example, children decide to use props to recall familiar rhymes or enjoy exploring insects with magnifying glasses. Staff extend children's understanding of mathematics by talking about shapes and patterns and by making comparisons. Story time and singing are used well to foster children's good progress in their language and communication development. Staff use effective questioning to promote children's learning. However, there are occasions when staff do not give children enough time to think, so they are able to formulate their own responses. High expectations and a focus on observing, assessing and planning for children's individual needs contribute to the good progress they make. A regular exchange of information with parents helps to make sure that there is a consistent approach to children's learning, both at the nursery and home.

### Personal development, behaviour and welfare are good

Children are well cared for in safe, secure, comfortable and well-resourced surroundings. Settling-in arrangements are adapted to meet children's individual needs and parents' wishes. Children are developing good skills in becoming independent. Staff promote children's understanding of how to be healthy during well-managed hygiene and personal-care routines. Children begin to understand the differences between themselves and their friends as staff support them to play and learn alongside each other. As part of their everyday routines, children are taught to be polite, take turns, share and to listen to each other. Staff work closely with the local schools to ensure that the move on to school is smooth.

### Outcomes for children are good

All children, including disabled children and those with special educational needs, are progressing well in their learning and development. They develop good literacy, mathematics, personal and social skills.

## Setting details

<b>Unique reference number</b>	EY290992
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	856354
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	39
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Jacqueline Sloman
<b>Date of previous inspection</b>	18 November 2011
<b>Telephone number</b>	01268 555272 MOB 07800923224

St Mary's Pre-School was registered in 2004. The nursery employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, three at level 3, one at level 2 and one member of staff is unqualified. The nursery opens from Monday to Friday, term time only. Monday, Tuesday and Friday sessions are from 8.30am until 2.30pm, Wednesday sessions are from 8.30am until 11.30am and Thursday sessions are from 8.30am until 1.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The pre-school supports disabled children and those with special educational needs.

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