

St Andrew's Pre-School

Trent Road, Shaw, Oldham, Lancashire, OL2 7QU



Inspection date	4 November 2015
Previous inspection date	23 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff are well qualified and attend training to further enhance their skills. Strong leadership and effective staff supervision have a positive impact on the quality of teaching and children's learning.
- The quality of teaching is good. Accurate assessments of children's learning are used to plan appropriate next steps for their development.
- The key-person system is well implemented. Children share warm and supportive relationships with staff. This contributes towards children developing self-confidence and a sense of belonging. Children are settled and emotionally secure.
- Children flow freely between the safe, stimulating indoor and outdoor learning environments, making independent choices about their play. They are eager to explore and try out their own ideas.
- Information is shared well with parents and other professionals. This helps to provide continuity in children's individual development and their personal care.
- Staff are positive role models and have high expectations for children. Children play cooperatively and are encouraged to take turns and share resources.

It is not yet outstanding because:

- Planning of activities is not always responsive enough to quickly take account of children's emerging interests.
- Occasionally, staff over direct activities, which means that children's unique creativity is not supported to best effect.

What the setting needs to do to improve further

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

- review planning procedures to ensure that the activities provided are highly responsive to children's needs and their emerging interests
- enhance opportunities for children to create unique representations in their art work, promoting their self-expression.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning. A joint observation was carried out with the manager.
- Discussions were held with children, individual staff members, the manager, committee members and some parents.
- The inspector looked at documentation, including observations, assessments of children's learning, planning, systems for tracking children's progress and a sample of other records, including risk assessments, accident records and policies and procedures.
- The inspector checked evidence of the suitability of staff working with children and their qualifications. She also reviewed self-evaluation records and improvement plans.

Inspector

Kate Smith

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff recruitment and induction procedures are robust and contribute towards supporting children's welfare. Staff are well deployed and use risk assessments effectively to provide a safe learning environment. The manager is very experienced and drives forward continuous improvement. She models effective practice and coaches the staff team well. Self-evaluation of the provision is accurate and used to inform ongoing development plans. Children's individual learning, and that of different groups of children, is well monitored. Gaps in children's individual development are closing. The manager ensures that unique packages of support are effectively implemented to support children's development. Additional funding for disadvantaged children is used wisely to enhance their learning. Staff share information well with teachers, to support children moving on to school. Parents' comments are extremely complimentary about the staff and the quality of the provision.

Quality of teaching, learning and assessment is good

Parents contribute towards an initial assessment of their children's learning. Staff have a good understanding of what children can do. Planned activities incorporate challenge to extend children's learning. Children are keen to take part in a wide range of stimulating activities that cover all areas of their learning. Staff are skilled at supporting children's language development. They provide a wide range of opportunities to promote children's literacy skills and their emergent writing. Children count as they play and use mathematical terms to describe size and position. They are learning to recognise numerals. Staff provide learning opportunities to extend children's experiences. Children explore changing textures and use their imagination as they make mud pies. They demonstrate independence, as they make up their own game of rolling toy cars down pipes.

Personal development, behaviour and welfare are good

Children are given clear boundaries of expectation and staff are consistent in their approach. Children are learning to respect others and developing effective social skills. Staff help children to think about possible consequences to their actions. Children are learning about different emotions and how to express them, which helps them show their feelings. Staff provide a range of resources and activities for children to gain experiences of the wider world. This contributes towards their understanding of diversity. Children are happy and their self-esteem is well promoted. Staff offer regular praise and encouragement, which helps to promote children's independence. Children are learning to take appropriate risk in their play and their self-help skills are well fostered. Healthy snacks of fresh fruit and daily outdoor exercise help to support their well-being.

Outcomes for children are good

Children are motivated to learn. All children, including disabled children and those with special educational needs, make good progress from their starting points. Children listen to the views of others and are confident in their own abilities. Children are acquiring the necessary skills to support their future learning.

Setting details

Unique reference number	508072
Local authority	Oldham
Inspection number	869343
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	36
Name of provider	St Andrew's Methodist Church Pre-School Playgroup Committee
Date of previous inspection	23 March 2011
Telephone number	07976 878 318

St. Andrew's Pre-School was registered in 1968. The pre-school employs nine members of childcare staff and all hold appropriate early years qualifications. The manager holds a level 6 qualification. The pre-school opens Monday, Wednesday and Friday, term time only. Sessions are from 9.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational.

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