

St Paul's Pre School

St. Pauls Pre School, St. Pauls Road, STOCKPORT, Cheshire, SK4 4RY



Inspection date	9 November 2015
Previous inspection date	30 April 2012

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

- Partnerships with parents are excellent. Parents are able to contribute to all aspects of their children's learning and development. Children take home teddy bears and library books to share with parents. Parents praise the flexibility of the service and the professionalism of the staff.
- The quality of teaching is good. Staff plan challenging activities that promote all areas of learning. Staff carefully consider each child's current interests and use information from parents to build on children's prior experiences. Children are keen and motivated learners.
- Children settle well and are secure in the care of the nurturing and attentive staff team. Staff take care to build strong bonds with children. Staff liaise with parents about children's individual care needs. Children's emotional well-being is effectively supported.
- Children's physical well-being is given high priority. Staff plan exciting and challenging activities, both indoors and outdoors. This encourages children to be physically active, healthy and contributes to them learning about how to keep themselves safe.
- The committed manager uses self-evaluation well, to continuously review and improve the practice. The manager actively encourages feedback and suggestions from parents, staff and children to identify any areas to develop. The manager has high expectations for the pre-school and uses the feedback obtained to drive ongoing improvements.

It is not yet outstanding because:

- At times, there are missed opportunities to further support children's independence, as staff carry out tasks for children that they are able to do for themselves.
- Occasionally, the organisation of some group activities, does not always engage children who are new to the pre-school, in order for them to fully develop their concentration and listening skills.

What the setting needs to do to improve further

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

- provide even more opportunities for children to do things for themselves, to further develop their independence
- review the organisation of group activities, in order to fully engage children who are new to the pre-school, to further support their concentration and listening skills.

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 spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation, such as children's learning records and planning. She looked at policies and procedures, self-evaluation and checked evidence of staff qualifications and suitability.
- The inspector took account of the views of a selection of parents during the inspection.

Inspector

Layla Louise Clarke

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager ensures that all staff receive training in child protection. Staff complete daily checks of the environment and there is a secure entry into the pre-school. This helps to keep children safe. The manager is well qualified and uses her knowledge effectively to support staff. The manager encourages staff to undertake further qualifications in order to continue to meet children's learning needs. The manager uses good systems to monitor staff performance. The staff team have regular meetings to discuss practice. This helps to ensure that children receive good quality teaching. Staff attend training to further their skills and knowledge. Staff have developed strong links with other settings that children attend. This helps to provide a consistent approach to all children's care and learning.

Quality of teaching, learning and assessment is good

Children delight in sensory experiences provided by staff. These include exploring in cereal, sand and soil. Staff ask purposeful questions to encourage children's speech and language development. Children develop awareness of similarities and differences between themselves and others. Staff display mirrors and positive images of people from the local community. Staff celebrate festivals with children and provide interesting activities, such as making Diwali lamps, using a range of creative materials. Children's imagination is supported well. Staff provide children with many opportunities to engage in role play. This includes dressing up as doctors and favourite animals. Staff plan activities to meet the individual needs of the children who attend. This supports all children, including disabled children and those with special educational needs, to make the best possible progress.

Personal development, behaviour and welfare are good

All children arrive happy and eager to join in with the daily activities. The secure routines support children to develop a strong sense of assurance, confidence and self-esteem. Staff use a bell to indicate a change in routine. Children respond immediately as they know what is expected of them. Staff teach children about positive hygiene practices. Staff sit with children in small groups at mealtimes and talk to them about healthy foods. This helps children to develop important social skills in readiness for school. Staff discuss the effect that exercise has on children's bodies, as they take part in active games with parachutes and beanbags. Staff encourage children to feel their heart pumping in their chest after being physically active. This contributes to their understanding of healthy lifestyles.

Outcomes for children are good

The manager and staff use good systems for monitoring children's development. Effective strategies are quickly implemented, to close any emerging gaps in children's progress. All children are making at least good progress from their starting points. Staff support children to develop skills for their next stages in learning and school.

Setting details

Unique reference number	EY437348
Local authority	Stockport
Inspection number	853836
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	36
Name of provider	Heather Avril Davitt
Date of previous inspection	30 April 2012
Telephone number	07748912302

St Paul's Pre School was re-registered in 2011. The pre-school opens between 8.30am and 3pm, Monday to Thursday, and between 8.30am and 12.30pm on Friday, term time only. There are eight staff employed to work with the children. Of these, five hold appropriate early years qualifications at level 3 or above. The pre-school 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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