

# St Mary's Catholic Pre-School

Belgrave Avenue, Congleton, CW12 1HT



## Inspection date

3 December 2015

Previous inspection date

7 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- There have been positive improvements since the last inspection. Leadership is good and managers demonstrate a strong commitment to improving the outcomes for children. Plans are clearly in place to sustain the improvements, and managers continue to reflect on the quality of practice.
- Staff are well qualified. They benefit from frequent meetings with the management team to discuss their performance and set targets for further professional development.
- 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 and healthy, and contributes to them learning about how to keep themselves safe.
- Relationships between children and with staff are happy, relaxed and positive. Staff are gentle and patient and they explain their expectations of children clearly. This helps children to act safely and behave well.
- Children's communication and language are promoted well. Practitioners help children to link what they see and do to the words that they hear and say. Children sing familiar songs and learn the words to new ones, extending their vocabulary.

### It is not yet outstanding because:

- The system for professional development is not sharply focused on ensuring staff benefit from sharing first-rate practice.
- Management and staff do not fully explore opportunities to involve parents more in the support of their children's learning, both at home and in the pre-school.

## What the setting needs to do to improve further

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

- extend the system for professional development to ensure a targeted approach is used for building on good teaching practice
- continue to explore further ways to involve parents in the support of their children's learning, both at home and in the pre-school.

### 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 carried out a joint observation with the manager.
- The inspector spoke with staff and children throughout the inspection.
- The inspector held a meeting with the manager and looked at relevant documentation, such as the pre-school self-evaluation, policies and procedures and evidence of the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Ron Goldsmith

## Inspection findings

### Effectiveness of the leadership and management is good

Since the last inspection, successful improvements have been made to practice. The regulator is informed about all changes to the management committee. Assessment is linked to children's current abilities, and good questioning is used to support children's thinking skills. The arrangements for safeguarding are effective. 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 encourages staff to undertake further training in order to continue to meet children's learning needs. There are good systems to monitor staff performance, such as regular meetings to discuss practice. This helps to ensure that children receive good quality teaching. Staff have developed strong links with other settings that children attend and the host school. This helps to provide a consistent approach to all children's care and learning.

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

Staff use assessments linked to their observations to track children's progress and plan for their further development. They skilfully promote children's learning by encouraging them to enjoy a wide range of play experiences. Staff give children lots of individual attention and reassurance. They encourage them to try new activities. Staff effectively extend children's learning by skilfully giving them plenty of time to do things for themselves. Children respond well to the individual attention provided by staff, who recognise the uniqueness of each child. Children's communication skills develop well as staff model words for them and encourage their understanding. Children are encouraged to express themselves and they thrive during opportunities to speak and sing.

### Personal development, behaviour and welfare are good

Staff effectively support individual children's emotional well-being. Children form secure attachments with their key person, which provides a firm basis for them to progress well. Physical activities and exercise are well promoted throughout the day and children respond positively to being active. They dance to music, gallop as reindeers and throw themselves wholeheartedly into activities with imagination and energy. Children learn to move around the pre-school safely. They explore the outdoor area with gusto, enjoying the challenges of climbing steps, sliding and cycling. At lunchtime staff encourage children to try new foods and help them to prioritise healthy diets, such as fruit. This promotes children's health and well-being. New children settle smoothly into the setting as staff sensitively engage them in play and make the most of their individual interests. Staff are good role models and give children lots of positive praise and encouragement. They provide clear and consistent boundaries to teach children right from wrong. Children learn to respect each other, behave appropriately and work together in harmony.

### Outcomes for children are good

Children gain important independence and self-care skills. Their communication and language skills are developing well. They display good social skills as they share, negotiate and take turns. Children have positive attitudes to learning and develop the skills they need for the next stage in their development, including starting school.

## Setting details

<b>Unique reference number</b>	305324
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	1029637
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	35
<b>Name of provider</b>	St Mary's Catholic Pre-School Committee
<b>Date of previous inspection</b>	7 January 2014
<b>Telephone number</b>	01260297933

St Mary's Catholic Pre-School was registered in 1993. It is administered by a committee of parents and has links with the Catholic Primary School in Congleton, in whose grounds it is located. The pre-school employs nine members of childcare staff. Seven staff members hold appropriate early years qualifications at level 3 and one holds level 4. The pre-school opens Monday to Friday during term time only. Sessions are from 8.45am until 11.45am and from 12.30pm until 3.30pm, with the lunch club operating from 11.45am to 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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