

St Georges Pre-School Playgroup

Daisy Avenue, Farnworth, Bolton, Lancashire, BL4 0EJ



Inspection date

3 February 2016

Previous inspection date

23 February 2015

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

- The manager and staff team have worked extremely hard to implement changes to improve the quality of the pre-school since the last inspection. Staff continuously reflect on their practice and have brought about many positive improvements since the last inspection.
- Staff provide children with a wide range of exciting and challenging activities, which means that they develop into enthusiastic and motivated learners. Children of all ages develop a good range of skills and attitudes that prepares them well for future learning and, eventually, school.
- The well established, key-person system helps children to form strong emotional attachments as staff effectively support them in their play. Children develop high levels of confidence and feel safe and secure in the pre-school environment.
- Staff work closely with parents to help them support children's learning at home, which helps promote consistency and continuity of care and learning.

It is not yet outstanding because:

- Staff do not consistently seek the very detailed information they need from parents about children's learning and development before they start at the pre-school.
- There are not enough opportunities for more-able children to link sounds to letters and build on their good literacy skills.

What the setting needs to do to improve further

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

- extend the range of information sought from parents when children start at the pre-school and establish an in-depth understanding of children's starting points
- extend opportunities for more-able children to learn to link sounds and letters that further enhance their good literacy 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 talked to staff and children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability and qualifications of staff working in the pre-school.
- The inspector spoke to one parent during the inspection and took account of her views. She also took account of the views of parents from written feedback questionnaires obtained by staff.

Inspector

Julie S Kelly

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Rigorous security measures, such as the effective deployment of staff at arrival and collection times, ensure that children are well protected. Staff have a secure understanding of what to do and who to contact in the event of a child protection concern. The manager carefully monitors the progress of all children who attend, including different groups of children. Children are encouraged to make the best possible progress and any achievement gap is narrowing. The majority of staff hold a relevant qualification at level 3. This, together with a well-targeted training and supervision programme, makes a significantly positive contribution to the high-quality provision.

Quality of teaching, learning and assessment is good

The quality of staff interaction and teaching is good. Staff are full of fun and enthusiasm, which helps keep children interested and motivated to learn. They have a very good knowledge of child development and the needs of children they care for. Staff make good use of the accurate information they obtain from observations to find out what children can do. They carefully track individual children's progress so they can quickly identify any gaps in their learning and seek appropriate support, if necessary. Staff provide children with opportunities to investigate an extensive range of materials, which help to promote their exploratory skills and natural sense of curiosity. One example of this is when children investigate the properties of water. They discuss with staff how they can retrieve animals and numbers that are stuck inside ice cubes.

Personal development, behaviour and welfare are good

Children are well settled, happy and content in this homely and nurturing environment. Settling-in arrangements are carefully planned in consultation with parents. Effective communication with other early years providers helps support children to successfully manage the transfer to nursery or school. Children develop good levels of self-esteem through the consistent praise and encouragement of staff. This helps children learn to persevere with tasks that at first they find difficult. Staff provide clear and consistent boundaries and teach children right from wrong. Children are developing a secure understanding of appropriate behaviour. Staff are sensitive and caring and ensure that children's physical and emotional needs are consistently met to promote their well-being.

Outcomes for children are good

All children make consistently good progress, including children whose starting points are below expected levels of development. They achieve levels of development that are typical for their age and are well prepared for school.

Setting details

Unique reference number	315973
Local authority	Bolton
Inspection number	1007716
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	16
Name of provider	Maureen Anne Taberner
Date of previous inspection	23 February 2015
Telephone number	07974 929360

St Georges Pre-School Playgroup opened in 1977. The pre-school employs six members of childcare staff. Of these, four hold an appropriate early years qualification at level 3 and two hold an appropriate early years qualification at level 2. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.10am until 11.45am. The pre-school provides funded early education for two-, three- and four-year-old children.

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