

St Marychurch Pre School

The Parish Hall, Church Road, Torquay, Devon, TQ1 4QY



Inspection date 10 February 2016
Previous inspection date 24 May 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

- The manager and staff routinely monitor children's progress and take prompt action to close emerging gaps and identify individual children who may need extra support.
- Staff understand children's individual needs as they identify their starting points and accurately monitor their achievements. Children make good progress.
- The quality of teaching is good and staff support all areas of learning well, overall. Staff plan interesting activities, which helps children to develop a positive attitude towards learning. Children are eager to join in with adult-led activities and maintain focus.
- Consistent expectations help children to behave well. Staff are very good role models, show high levels of respect and teach children to listen to and respect each other. Children develop good social skills.
- Staff use a range of strategies to promote children's communication well. For example, they use sign language and visual aids to encourage children to talk. Children develop the confidence to initiate and participate in conversation.

It is not yet outstanding because:

- Partnerships with parents and other settings are not fully effective to enable staff to build on children's learning elsewhere.
- Staff do not always provide the same high quality opportunities for children who learn better outside to further develop their skills in all areas of learning.

What the setting needs to do to improve further

To meet the requirements of the Childcare Register the provider must:

| | Due Date |
|---|-----------------|
| ■ inform Ofsted of changes to the committee in a timely manner (compulsory part of the Childcare Register). | 11/03/2016 |

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

- strengthen partnerships with parents and other settings to enable staff to build on what children learn elsewhere more effectively
- provide a broader range of resources for children to explore and investigate, that cover all areas of learning, particularly for children who learn better outdoors.

Inspection activities

- The inspector observed children's self-chosen and adult-led activities, and the interaction between children and staff.
- The inspector took account of the views of staff, children and their parents.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and provider at an appropriate time during the inspection.
- The inspector sampled documentation including policies and procedures, children's learning records and staff's suitability checks.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

The provider has not ensured that new committee members have completed the process to inform Ofsted of their involvement with the setting. This is also a breach of the Childcare Register requirements. Nonetheless, it has no impact on children's welfare because all committee members have obtained full suitability checks. Safeguarding is effective. The manager and staff have a secure understanding of procedures to follow if they have any concerns about a child. They regularly assess the premises and outings to consider and tackle any hazards, to promote children's welfare and allow them to explore safely and freely. The manager successfully evaluates the quality of the provision and staff practice to secure ongoing improvement. Following training, staff have developed a range of strategies to support children's personal, social and emotional development, such as enabling children to express themselves through 'rough and tumble' play.

Quality of teaching, learning and assessment is good

Accurate assessments of children's progress enable staff and managers to plan for the next stage in children's learning. Activities reflect children's interests and next steps. For example, a small group of children enjoy looking at picture cards and identify the sounds that make up the words. Children learn to express themselves and to use their creative skills. There are many opportunities for children to develop their literacy skills and practise their early reading and writing. For instance, many children choose to trace or copy their names as they arrive at the start of the session. Children develop good mathematical skills. Staff encourage them to count during routine tasks, such as collecting cups and plates for their friends at snack time.

Personal development, behaviour and welfare are good

Staff form close and caring relationships with children and promote their well-being effectively. They welcome children warmly as they arrive. Staff spend much of the session sitting with children to facilitate interaction and participate in their play and learning. Staff provide nutritious snacks and talk to the children about the importance of being healthy. For example, children understand the need to be physically active and to eat their sandwiches before any treats in their lunchboxes.

Outcomes for children are good

Children are happy, secure and interested in the activities and resources that staff provide. They make good progress and develop the skills they need for school. For example, they are developing good social skills and know to share and take turns, which enables them to establish close friendships. Older children confidently dress themselves, showing determination to manage their own self-care and develop independence.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | 139478 |
| Local authority | Torbay |
| Inspection number | 841365 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 26 |
| Number of children on roll | 19 |
| Name of provider | St Marychurch Pre-school Committee |
| Date of previous inspection | 24 May 2011 |
| Telephone number | 01803 312542 |

St Marychurch Pre-school registered in 1992. It operates from a church hall in the district of St Marychurch, Torquay. It receives funding from the local authority for the early education of children aged two, three and four years. It is open Monday to Friday from 9am to 12 noon during term times and also offers a lunch club until 1pm. There are four members of staff working with children, three of whom have early years qualifications at level 2 and 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

