

# St Margaret's Pre-School

The Church Hall, Grimsby Road, Laceby, Grimsby, North East Lincolnshire, DN37 7DB



## Inspection date

14 April 2016

Previous inspection date

27 April 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

- Very strong partnership working is in place with parents and a range of professionals. This ensures key information about children is appropriately shared and the right support and interventions are swiftly secured.
- Staff have good opportunities to discuss children's progress and share any concerns they may have with the leader and one another. Carefully planned learning and development opportunities ensure children make good progress and quickly catch up where at risk of falling behind.
- Children with special educational needs and disabilities are extremely well supported. Staff work hard to secure funding to help meet their needs and support their learning and development, including when they move on to school.
- Children arrive happy and quickly settle in. They eagerly join in with the activities and enjoy playing with their friends. Children are learning to take care of themselves and are becoming confident and independent, in readiness for school.

### It is not yet outstanding because:

- Leaders monitor the quality of teaching and provide staff with some feedback on their performance. However, this tends to be where weaknesses have been identified and additional support is required. Leaders do not ensure clear targets are set to help all staff improve the quality of their teaching to an outstanding level.
- At times the layout and routines of the setting unnecessarily distract and interrupt children's play and learning.

## What the setting needs to do to improve further

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

- better utilise processes for monitoring teaching to ensure clear targets are identified for all staff to help improve the quality of their teaching to an outstanding level
- review the routines of the setting and layout of activities to ensure opportunities for children to play and learn are maximised.

### Inspection activities

- The inspector observed children taking part in a range of activities both indoors and outdoors.
- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the managers of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken with on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

### Inspector

Rachael Flesher HMI

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and staff reflect on their practice; they know what they do well and have identified areas they want to improve. However, they do not routinely check if the organisation of the setting fully maximises the learning opportunities for all children. Weaknesses identified at the last inspection have been addressed. Staff have good opportunities to access training and share best practice with other professionals. This helps to keep them up to date and further improve the quality of their care and teaching. Safeguarding is effective. Staff are very confident to follow the robust procedures in place where they have concerns about a child. They work extremely well with parents and other professionals as appropriate, to help secure children's safety and well-being. All staff are first aid trained, well deployed and qualified to ensure the effective care and safety of children.

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

Leaders carefully monitor children's progress to identify any gaps in their learning and development. Regular discussions with staff ensure that activities and resources are carefully planned and provided accordingly. Staff know the children very well and have a clear understanding of where they need additional support to help them catch up and achieve their full potential. Staff use effective questioning and dialogue to challenge children's learning and engage them in activities. Parents are well informed about their child's progress and how to support their learning at home. As a result, children, including those with special educational needs and disabilities, make secure progress from where they started.

### Personal development, behaviour and welfare are good

Older children show they understand the rules of the setting to help keep them safe, stating they need to play nicely, be kind and not run indoors. Children behave well and are confident to go to staff if they are upset or need support. Staff individually welcome each child and have developed strong relationships with the children, which parents highly value. Children are sociable and play well together and with staff. They confidently access resources and activities indoors and outdoors that challenge their play and learning and promote their good health and development. Strong transition arrangements are in place, particularly with the village school. This supports children to settle and ensures they start school ready to learn.

### Outcomes for children are good

Children benefit from well-planned group activities and good quality teaching. For example, they learn about the concept of rhythm and how to create sounds with different musical instruments by banging, shaking, tapping and blowing and explore how sounds change. Any additional funding the setting receives for children is spent well. For example on one to one support and carefully chosen resources that help meet children's needs and support their learning and development. Staff are good role models and children show they understand how to share, take turns, sit and listen and follow simple instructions in readiness for school.

## Setting details

<b>Unique reference number</b>	205579
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	1031711
<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 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	52
<b>Name of provider</b>	St Margaret's Pre-School Laceby Committee
<b>Date of previous inspection</b>	27 April 2015
<b>Telephone number</b>	07752 590579

St Margaret's Pre-School was registered in 1983. The pre-school employs seven members of childcare staff; two of whom hold a level 6 qualifications, three at level 3 and one at level 2. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 3.45pm, except on a Wednesday when the session ends at 12pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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