

# St Paul's Pre-School

Marley Road, Poynton, Cheshire, SK12 1LY



## Inspection date

9 May 2016

Previous inspection date

20 April 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching is consistently high. The skilled and experienced staff effectively observe, assess and plan for each child's individual learning needs. Staff have high expectations and encourage children to think critically, talk about their learning and ask questions.
- Children form extremely close bonds with caring staff in this warm and nurturing environment. Staff provide a range of successful strategies, including discussions, stories and an interactive display, that teaches children about respect and feelings.
- Children who are learning English as an additional language receive first-rate support. Staff use visual prompts, words and phrases in children's home languages, in order to enrich their understanding of English. All children make excellent progress in relation to their starting points.
- Parents talk extremely highly of staff and the excellent communication they receive. They are fully involved in their children's learning. For example, through the wealth of activities provided in home-link books, which encourage parents to continue to help children practise their early writing and mathematical skills in preparation for school.
- Staff get to know children and their families well. When children need additional support staff work directly with their parents and other agencies to adopt a sensitively thought out and consistent approach. This helps children make full use of their learning opportunities.
- The manager leads with great dedication and enthusiasm. Staff are highly motivated and they work very effectively as a team. There is a sharp focus on improvements, so that the high-quality provision is maintained and children are provided with the very best early years experiences.

## What the setting needs to do to improve further

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

- continue to extend the comprehensive programme of professional development for staff and monitor how this impacts on driving the already excellent outcomes for children to the highest possible level.

### 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 completed a joint observation with the pre-school deputy manager.
- The inspector held a meeting with the pre-school manager and providers. She looked at relevant documentation, such as the planning, children's records, policies and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Sharon Hennam-Dale

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Safeguarding is effective. Staff have a thorough understanding of how to keep children safe from harm and to identify where children may be at risk. The manager and staff monitor the progress of different groups of children exceptionally well. They work very closely with other early years providers to ensure extremely positive outcomes for all children. Since the last inspection, a gardening area, sensory herb area and inviting mathematical problem-solving activities have enhanced the stimulating outdoor environment. The pre-school has also sharpened the excellent systems for observing, assessing and monitoring children's progress. Focused training helps staff to refine their skills and achieve a very consistent standard across the team. The manager recognises the value of staff sharing their expertise. She has plans in place to sharpen opportunities for staff's professional development further to drive teaching to the highest possible level. For example, through recording and enabling staff to observe their own practice.

### **Quality of teaching, learning and assessment is outstanding**

Children thrive at the pre-school. Staff provide a wealth of highly stimulating activities which keep children engaged throughout the day. They have an extremely sharp focus on supporting children to develop effective communication and language skills. They engage children in frequent discussions and ask questions about their play. Staff challenge children to identify sounds, letters and familiar words, including their names. Children confidently think of other words that begin with the same letter sound. Children use their imaginations and develop their social skills through excellent role play opportunities. They enjoy serving customers in the well-resourced beauty salon and put their construction skills to good use as they use the exciting range of building materials in the garden.

### **Personal development, behaviour and welfare are outstanding**

Children flourish in this very inclusive environment. All children and their families are valued. The effective settling-in procedures and robust key-person system help children to feel safe and secure. Children behave very well and show high levels of confidence and self-esteem. Their views are given high regard and they are involved in developing and sharing the rules for their pre-school. Children enjoy an exciting range of opportunities for vigorous play and exercise. This is further enriched with activities led by visiting specialist sport teachers. Children learn about healthy lifestyles from first-hand experiences. For example, they grow food in their garden. They learn about safety, and managing risk as they use knives to cut up and prepare their fruit, to create their own healthy smoothies.

### **Outcomes for children are outstanding**

Children develop excellent skills to prepare them for their future learning. They build confidence in their own abilities and develop positive self-esteem. They develop superb independence skills. For example, children collect their own water to add to their pretend soup, which is made using a mixture of natural resources found outside. They giggle as they chat confidently about the 142 year old character they are making the soup for. Excellent links with local schools help staff to share information about children's achievements very efficiently, in order to help provide continuity of care and learning.

## Setting details

<b>Unique reference number</b>	EY248774
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	848358
<b>Type of provision</b>	Full-time 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>	30
<b>Number of children on roll</b>	31
<b>Name of provider</b>	St Paul's Pre-School Committee
<b>Date of previous inspection</b>	20 April 2010
<b>Telephone number</b>	01625 858222

St Paul's Pre-School was registered in 1986 and is run by a voluntary committee. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one who is qualified to degree level. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language

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