

St. Andrew's Pre-School Playgroup

Townfield Lane, Bebington, Wirral, CH63 7NL



Inspection date

10 May 2016

Previous inspection date

25 November 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	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 manager is a truly inspirational leader. Her enthusiasm and continuous drive for improvement is reflected in every aspect of the setting. She leads and empowers a highly impressive team that works extremely hard to sustain the outstanding service it provides.
- The quality of teaching is exceptional. Staff are experienced, well qualified and have an excellent knowledge of how children learn. They join children in their play and demonstrate a genuine interest and a passion for their work.
- Staff have an excellent understanding of the learning and development needs of children in the early years. Children experience exciting activities which are carefully planned to help them make rapid progress in all aspects of their learning. Staff help each child to relish every moment that they spend in the pre-school.
- The special educational needs coordinator is highly knowledgeable and skilled. She instigates timely interventions and support for children that require additional help. Her proactive and committed approach ensures that no child falls behind.
- Partnership working with parents is exceptionally strong. There are highly successful strategies in place to positively engage with parents from a diverse range of backgrounds. Parents speak very highly of the setting and say that its strengths lie in the nurturing staff and how well they support children individually.
- Children behave exceptionally well. Staff are superb role models and consistently promote the behaviour expectations of the pre-school. Children promptly learn to work together, negotiate with each other and consider each other's feelings.

What the setting needs to do to improve further

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

- review the impact of planned changes, in order to continue to provide an outstanding service for children and their families.

Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector held a meeting with the manager. She checked evidence of the suitability and qualifications of staff working with children, policies and procedures and the pre-school's self-evaluation.
- The inspector spoke to both children and staff, and observed play and learning activities within the indoor and outdoor environment.
- The inspector took into account the views of parents and other early years providers spoken to on the day.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector had a tour of the premises.

Inspector

Alison Regan

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Safeguarding is at the heart of everything that the staff do. The manager and staff have a very clear drive for continuous improvement. They are continually identifying improvements to the setting, such as redesigning the outdoor provision and extending the current communication system with parents. The manager is fully aware that she has yet to measure the impact of these planned changes. Every child's progress is closely tracked and immediate action is taken to close any gaps in their learning. Staff recently identified a gap in children's literacy skills, particularly for the boys. They researched and found activities to motivate boys in this area and there has been a significant improvement in their literacy skills. Staff receive supervisions that strongly focus on the care and learning for each child. Staff are well qualified and continually develop their knowledge and skills. This helps them to improve their practice and provide the very highest-quality outcomes.

Quality of teaching, learning and assessment is outstanding

Staff have very high expectations of themselves and of the children in their care. They know each child and their families very well and they use this in-depth knowledge with great effect to plan exceptionally well-targeted challenges to strengthen children's skills. They use their expert knowledge to identify the most effective teaching approach to extend children's learning even further. Staff provide excellent support for children's communication and language skills. They meticulously plan both group and individual learning activities to ensure they make rapid progress in this area. Children think of words that rhyme together. They listen very well and are confident to speak to others and staff. Excellent links with other early years providers help staff to share information about children's achievements very efficiently to help provide continuity.

Personal development, behaviour and welfare are outstanding

Children thrive in the nurturing and welcoming environment. Children are offered exceptionally warm and affectionate care, enabling them to form very secure emotional attachments with their key person. The environment, both indoors and outdoors, is well resourced and effectively supports children's sense of curiosity and their natural desire to explore and investigate independently. Children's safety is given a high priority. Staff remind children about keeping safe, while encouraging them to take appropriate risks and learn how to support their own safety and well-being. Staff support children's understanding of healthy lifestyles in memorable ways, for example, singing songs about the benefits of healthy foods. Children have extensive opportunities to practise their physical skills and exercise outdoors.

Outcomes for children are outstanding

All children, including those who have special educational needs or disability, make excellent progress from their individual starting points. Children who speak English as an additional language are extremely well supported. All children have a very positive 'can do' approach to new experiences. Children are being exceptionally well supported to learn the key skills required to prepare them for the move on to school.

Setting details

Unique reference number	306491
Local authority	Wirral
Inspection number	855127
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	41
Name of provider	St. Andrew's Pre-School Playgroup Committee
Date of previous inspection	25 November 2010
Telephone number	0151 643 9591

St. Andrew's Pre-School Playgroup was registered in 1993. It opens from Monday to Friday, term time only. Sessions are from 8.45am to 11.45pm and from 12.30pm to 3.30pm. The setting employs five members of staff. Of these, all hold appropriate early years qualifications at level 3. The setting provides funded early education for two-, three- and four-year-old children. The setting supports children who have special educational needs or disability and those who speak English as an additional language.

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