

St Marys Pre-School

St. Marys Pre-School, Park Street, WORKSOP, Nottinghamshire, S80 1HH



Inspection date

24 May 2016

Previous inspection date

6 June 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

- Staff work hard to successfully support children with a diverse range of needs. They liaise effectively with parents, external agencies and professionals. Staff develop a strong and consistent approach to children's care and learning.
- Leadership is strong. The well-qualified staff are enthusiastic and skilled in their teaching. They create an effective learning environment for all children. Toys and activities are presented attractively, which invites children to explore and investigate.
- Staff know the children well and children have secure attachments with them. Staff speak to parents regularly to maintain their understanding of children's interests and achievements at home. Staff use this knowledge, alongside their secure assessments of what children are achieving, to plan activities and experiences that help each individual to make good progress.
- Outdoor play is a key feature, providing interesting spaces and good opportunities for children to enhance their skills in all aspects of their learning.
- The staff and committee members evaluate and reflect on their practice competently. They make positive changes to help improve the safety of children and complete robust risk assessments to ensure all areas where children play are safe.

It is not yet outstanding because:

- Staff do not always organise structured group times to fully take account children's individual learning needs and abilities, in order to ensure children gain as much as possible from these sessions.
- Parents are not given the information and support they need to help them understand how they can contribute to their children's learning with regard to healthy eating as part of a healthy lifestyle.

What the setting needs to do to improve further

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

- review the way structured group times are planned to take better account of children's individual learning needs and abilities
- give parents the information and support they need to be more actively involved in helping their children learn about healthy eating as part of a healthy lifestyle.

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 carried out a joint observation with the deputy manager.
- The inspector viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector held a meeting with the deputy manager.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector looked at children's records, the planning documentation, evidence of the suitability of staff working in the pre-school and the committee members, and a variety of policies and procedures.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Vetting procedures for staff and committee members are thorough. Staff are vigilant about children's safety. Staff complete safeguarding training, demonstrate a good understanding of the pre-school's procedures and implement these well to help protect children from harm. Ongoing supervision and appraisals of staff enable individual learning needs to be identified and addressed. Monitoring of staff practice is fully effective in ensuring that the quality of observations, assessments and planning for children's learning are consistent across the staff team. Parents are complimentary about the care provided. They value the support offered by the staff team and appreciate that staff are warm and friendly towards their children.

Quality of teaching, learning and assessment is good

Staff track children's individual progress accurately. They plan activities effectively to match children's interests and encourage their participation. Children are eager learners and have a keen curiosity to learn through exploration and discovery. They dig, mix, tip and pour with various materials outside. They use their imagination very well, creating their own recipes with mud, sand and containers. Children thoroughly enjoy mixing ingredients to create dough. They have good language skills as they describe in detail what they are making. Staff make good use of questioning to improve children's already strong communication skills. Staff work closely with the parents of children who speak English as an additional language. They share information so staff can build successfully on children's developing English language skills.

Personal development, behaviour and welfare are good

Children are happy and confident and their emotional well-being is supported effectively. Children form strong friendships with others and play well together. For example, they share riding on tricycles and play superhero games with each other. Staff generally support children to develop a healthy lifestyle and good skills in taking care of themselves. Children choose when to have their snack and happily attempt to peel fresh fruit and feed themselves. Children enjoy a healthy approach to being physically active in the outdoors. New children are very sensitively helped to settle. They quickly grow in confidence as they explore independently and have a go at new activities. Children's self-esteem is promoted. Staff use lots of opportunities to praise them for their efforts and achievements. Staff make good use of funding to meet children's individual needs and support their learning.

Outcomes for children are good

Children are well motivated to become confident communicators and are keen to discuss their ideas. They develop good early literacy and mathematical skills as they join in with stories, make marks and count. For example, they describe the birthday cakes they have made and count how many candles are on the cake. Children develop the confidence they need to be independent and successful learners ready for school. Children are making good progress. Children who have special educational needs or disability are supported very closely to reach their potential.

Setting details

Unique reference number	253100
Local authority	Nottinghamshire
Inspection number	866685
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	56
Name of registered person	St Marys Pre-School (Worksop) Committee
Registered person unique reference number	RP522697
Date of previous inspection	6 June 2011
Telephone number	01909542862

St Mary's Pre-School was registered in 1976. The pre-school employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 12pm and from 12.45pm until 3pm. There is an optional lunch club which runs between these sessions. The pre-school provides funded early education for two-, three- and four-year-old children.

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