

St Mary's Preschool

St Mary's Church Hall, Crouchley Lane, Lymm, Cheshire, WA13 0AS



Inspection date	24 June 2016
Previous inspection date	15 October 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

- Since the last inspection, the committee members, manager and staff have worked extremely hard to make sustained improvements to the overall quality of the provision. All actions have been successfully addressed and the manager uses regular feedback to help identify further priorities for improvement.
- Staff get to know children well. They accurately assess what children know and can do. This helps staff to plan activities which are interesting, present challenge and help children to achieve their next steps in learning.
- Staff work closely with parents so that children receive consistency of care. Well-planned settling-in procedures are tailored to individual children's needs so they feel safe and secure and settle well.
- There are very good relationships between staff and children in this happy, caring and welcoming environment. Children clearly show that they have formed strong bonds with their key person and other staff.
- The manager works with staff to establish a programme of training to support their individual professional development needs. This ensures the highly qualified members of the staff team remain up to date and maintain good professional knowledge and expertise.

It is not yet outstanding because:

- The manager and staff are not always successful in sharing information with other early years settings that children attend to help complement and consolidate children's learning and progress.
- Occasionally, staff do not use effective questioning techniques to extend children's thinking and problem-solving skills.

What the setting needs to do to improve further

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

- strengthen the links with other early years providers to help complement and consolidate children's ongoing learning and progress
- use more effective questioning to extend children's thinking and problem-solving skills.

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 the pre-school's self-evaluation.
- The inspector spoke to both children and staff and observed play and learning activities within the main environment and the outdoor environment.
- The inspector took into account the views of parents 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 good

The arrangements for safeguarding are effective. All staff have completed safeguarding training. They understand the procedures for referring any concerns they have about a child in their care or in the event of an allegation against a member of staff. The management committee has comprehensive recruitment and induction procedures which help to ensure that staff are suitable to work with children. Systems are in place to ensure that staff notify the manager of any changes in their circumstances. The provision is led and managed well. All staff are committed and most are qualified in their roles. Ongoing supervisions and meetings help staff share ideas and good practice. The management team effectively reviews the observations and assessments of individual children to help ensure any gaps in their learning are identified and addressed.

Quality of teaching, learning and assessment is good

Overall, the quality of teaching is good. Staff are well qualified and use their knowledge effectively to provide good quality teaching. They are very enthusiastic in how they interact with the children and have a good understanding of how they learn. Staff collect detailed information from parents to identify children's interests and capabilities when they first join the setting. They complete regular observations of children's ongoing development and use these well to identify next steps in their learning. Well planned, challenging activities are based around the children's interests. Children clearly show they are interested and motivated to play and learn. Staff adeptly weave in opportunities to count and use mathematical language as they play. Children learn about different sizes, such as big and small, and they count in sequence with confidence.

Personal development, behaviour and welfare are good

All staff interact with children in a warm and caring manner. Children settle well and are happy and confident as they explore. The staff work well together and are very good role models for the children. Children's behaviour is good. All staff use effective behaviour management strategies and clear guidance. Children learn to share, take turns and are encouraged to listen to each other during group times. Children show good levels of independence and are comfortable within their surroundings. Staff engage effectively with children to help them to have a sense of belonging and self-motivation within the pre-school. Caring and attentive staff teach children to manage their personal hygiene and self-care. Children enjoy daily play in the stimulating outdoor environment. Children's physical development is good. Children are handling equipment efficiently and gaining good control of their bodies.

Outcomes for children are good

All children make good progress in their learning. Accurate starting points are gathered when children first start at the pre-school. Children develop their social skills and make independent choices within their play. They concentrate for periods of time and listen exceptionally well to others as they speak. Overall, they are enthusiastic and eager to participate in activities and develop important skills in readiness for school.

Setting details

Unique reference number	315245
Local authority	Warrington
Inspection number	1031016
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 - 5
Total number of places	28
Number of children on roll	30
Name of registered person	St Mary's Pre-school Committee
Registered person unique reference number	RP905018
Date of previous inspection	15 October 2015
Telephone number	07947692003

St Mary's Preschool was registered in 1976. The pre-school employs eight members of childcare staff, of whom five hold an appropriate early years qualification at level 3 and two members of staff have qualified teacher status. The setting opens Monday to Friday during school term times. It operates on Monday and Thursday from 9.15am until 1.15pm, Tuesday and Wednesday from 9.15am until 2.45pm and on Friday from 9.15am until 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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