

# St. George`s Pre-School Playgroup

Buxton Road, Stockport, Cheshire, SK2 6NX



## Inspection date

6 September 2016

## Previous inspection date

26 November 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

- The manager has a high capacity to maintain continuous improvement. She involves staff, parents and children in the process of self-evaluation and welcomes advice and support given by the local authority. Actions and recommendations from the last inspection have been fully addressed.
- Staff have established strong relationships with parents and there are effective links with the school and other childcare providers. This helps to provide consistency for children and they make good progress in their learning.
- Staff have good knowledge of how to promote children's learning. They carefully arrange the environment each day so that it offers rich, varied and challenging experiences. Children demonstrate positive attitudes to learning.
- Staff promote children's physical well-being effectively. Children have access to outdoor play daily and enjoy a range of activities which promotes their confidence.

### It is not yet outstanding because:

- Occasionally, staff do not use the most effective strategies to further enhance children's already good communication and language skills.
- Not all opportunities have been explored for staff to share their knowledge, skills and expertise with other staff to help increase the quality of teaching and learning to the highest level.

## What the setting needs to do to improve further

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

- strengthen the strategies used that help build and extend on children's already good language and communication skills
- provide greater opportunities for staff to draw upon each other's strengths and help create an even more consistently high level of teaching and learning.

### 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 manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small group of parents during the inspection and took account of their views.

### Inspector

Helen Gaze

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good knowledge of the signs and symptoms of abuse. They understand the child protection procedures to follow if they were concerned for a child's safety and welfare. Staff carry out robust risk assessments covering all aspects of the setting. This contributes to children being cared for in a safe and secure environment. Since the last inspection, the manager has generally implemented more rigorous supervision arrangements to review practice and identify specific training needs. For example, staff benefit from support to help them improve their observation, planning and assessment skills. This has led to a sharper focus on identifying and addressing any gaps in children's learning. Staff secure intervention from external agencies and ensure there is a targeted plan for all children to meet their individual needs.

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

The staff team is well qualified and experienced. Staff have a good understanding of children's differing levels of achievement. They plan and provide challenging activities that focus on what children need to learn next. For example, children particularly enjoy sensory play as they experience and explore different textures of materials. They demonstrate increasing control over their small physical skills and use small tools with confidence, such as scissors and play dough tools. Staff skilfully promote children's mathematical development. For example, they support children's counting skills and number recognition during activities.

### Personal development, behaviour and welfare are good

The friendly, approachable and caring staff team provides a welcoming and calm atmosphere for children. Staff get to know children well when they first start and gather important information from parents about children's needs. They skilfully provide emotional support to children as they settle. Children are happy and demonstrate secure attachments to staff. Children play well together and their behaviour is good. They are kind, considerate and well mannered. Snack times are a social occasion where children chat with their friends and enjoy nutritional and healthy food. Staff continually promote children's independence and self-care skills. For example, they encourage children to cut up their own fruit, pour their own drinks and serve their own food. This helps to prepare children for their future learning and eventual move to school.

### Outcomes for children are good

All children make good progress from their starting points and are well prepared for the next stage of their learning. Children benefit from the good support they receive from staff and are consistently eager to learn. They develop the confidence to take care of their own personal needs in readiness for their move to school. They use a range of media and materials to practise their early writing skills and are developing their smaller hand movements.

## Setting details

<b>Unique reference number</b>	307180
<b>Local authority</b>	Stockport
<b>Inspection number</b>	1034013
<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 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	St. George`s Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP518740
<b>Date of previous inspection</b>	26 November 2015
<b>Telephone number</b>	0161 476 2765

St. George's Pre-School Playgroup was registered in 1992. The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday during term time only. Sessions are from 9am until 11.30am and 12.30pm to 3pm.

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