

St John's Pre-School

St John's Centre, Greenway Road, Widnes, Cheshire, WA8 6HA



Inspection date

5 October 2016

Previous inspection date

7 December 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has failed to provide Ofsted with the information about a new committee member, in order for suitability checks to be carried out.
- The manager does not have robust supervision procedures in place to ensure staff practice meets the needs of all children.
- Systems used to monitor children's progress are not yet used to analyse the progress of specific groups of children.
- Occasionally, staff are too quick to give children the answers to the questions that they have asked them and so teaching strategies do not always fully support children to rapidly develop their language skills.
- The current methods used to engage parents in their child's learning and development are not always highly successful.

It has the following strengths

- Children's behaviour is good. Staff are clear about their expectations and talk with children about the pre-school rules and how to manage their feelings. Children cooperate and take turns, and invite each other into their play. This helps develop children's social skills and prepares them well in readiness for school.
- Children have a wide range of opportunities to build on their physical skills. They use bikes and balance on wooden beams to build their strength and flexibility. Furthermore, their small-muscle strength is promoted as they draw, make marks in the sand and transport water into a water mill.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure that Ofsted is provided with the necessary information to enable them to carry out suitability checks for new members of the committee 	20/10/2016
<ul style="list-style-type: none"> ■ ensure that staff supervision sessions are more effective to help staff raise the quality of their practice and improve the learning outcomes for children. 	21/10/2016

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

- strengthen tracking systems to monitor the progress of specific groups of children more closely
- enhance teaching skills when staff are asking questions to children to give them the time to think through things for themselves and develop their own ideas
- develop different ways to fully engage all parents in their children's learning and development.

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 manager.
- The inspector held a meeting with the pre-school manager and the early years consultancy teacher.
- The inspector looked at relevant documentation, including the evidence of the suitability of staff working at the pre-school.
- The inspector spoke to staff, children and parents during the inspection and took account of their views.
- The inspector had a tour of the pre-school.

Inspector

Kellie Lever

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has failed to provide the required information to Ofsted so that the necessary suitability checks can be carried out for a new committee member. However, this person does not have direct contact with children. Therefore, there is no significant risk. The arrangements for safeguarding are effective. The manager and staff have sufficient knowledge of keeping children safe and the procedures to follow should they have any concerns. The manager carries out supervision sessions. However, these are not used effectively to discuss key children's progress, help staff to reflect on their practice observed or to discuss their performance. The setting supports children who have special educational needs or a disability and works closely with other professionals to provide targeted additional support. However, the good systems in place for monitoring children's progress have yet to be fully refined to analyse the progress of specific groups of children. This includes children who are in receipt of additional funding.

Quality of teaching, learning and assessment is good

Staff gather sufficient information to establish children's stages in learning when they first start. They then observe the children closely as they settle in. This helps staff to adapt or enhance the environment and plan appropriate activities to support children's next steps in learning. Staff offer opportunities for parents to discuss their child's progress at the pre-school. However, methods used to try and engage all parents in extending their children's learning at home are not wide reaching. Staff are qualified and overall, have good teaching skills. They show interest in what children are doing and add excitement to their learning experiences. For example, staff take children into the forest area of the garden to find bugs and develop an understanding of the natural world around them. Staff continually talk with children, expanding their vocabulary with new words used in context. However, at times staff do not give children the time to answer things for themselves, and express their ideas and thoughts.

Personal development, behaviour and welfare require improvement

People in a position to influence decision making that effects children's well-being have not had their suitability verified. However, children's welfare is not compromised as they do not have any contact with the children. Staff get to know children very well and pay close attention to children's individual needs. This helps develop good relationships between staff and children. Children are confident, happy and secure while at the pre-school. They have good opportunities to enjoy a healthy lifestyle and develop their independence. For example, they pour their own drinks, and clear their cups and plates away after use. Children follow good hygiene routines. They independently wash their hands after playing outdoors and before eating.

Outcomes for children are good

All children make good progress in their development. They show high levels of curiosity and children are active learners. Children choose from a wide range of resources. This ignites their motivation to explore and they are willing to have a go. Children develop the skills they need for their move on to nursery or school.

Setting details

Unique reference number	EY245131
Local authority	Halton
Inspection number	1059636
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	37
Number of children on roll	28
Name of registered person	St Johns PCC
Registered person unique reference number	RP520953
Date of previous inspection	7 December 2012
Telephone number	0151 420 2942

St. John's Pre-School was registered in 2002. It is in the Appleton area of Widnes. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications ranging from level 2 to level 6. The pre-school opens Monday to Friday from 9am to midday and from 12.30pm to 3.30pm, except for Thursdays, during term times. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability.

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