

# St. Margaret's Pre-School

Church House, Polefield Road, Prestwich, Manchester, M25 2QB



## Inspection date

26 January 2017

Previous inspection date

20 November 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- Ofsted has not been notified of changes to members of the committee. This means that not all essential checks have been completed, to ensure that committee members are suitable to be involved in the running of the pre-school.
- The pre-school's safeguarding policy does not cover the safe use of cameras in the setting, in order to protect children's welfare effectively.
- Opportunities for staff to observe each other and share their skills and expertise have not been developed.

### It has the following strengths

- Children are happy and settled with the friendly and caring staff. They confidently choose from a wide range of exciting activities.
- Staff know children very well. They carefully assess their progress and use this information to plan what they need to learn next.
- Parents speak highly of the pre-school. Staff inform them of their child's progress regularly. Parents are well supported to enhance their child's learning further at home.
- Links with local schools are effective in ensuring children are well prepared for their transition to school when the time comes.

## What the setting needs to do to improve further

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

	Due Date
■ ensure Ofsted is informed of any changes to members of the committee and is provided with the necessary information to enable full suitability checks to be completed	20/02/2017
■ ensure the safeguarding policy includes information on the safe use of cameras within the setting.	20/02/2017

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

- provide opportunities for staff to share aspects of their good practice, learn from each other and develop their teaching skills even further.

## 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working at the pre-school.
- The inspector spoke with a number of parents during the inspection and took account of their views.

## Inspector

Denise Farrington

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. Ofsted has not been informed of changes to members of the committee and has not been provided with information to enable checks to be made on the suitability of all committee members. This puts children at risk. The written safeguarding policy also does not include information on the safe use of cameras within the setting. However, staff can identify signs of possible abuse. They know who to contact should they have concerns about the welfare of a child. Staff ensure they check the environment for risk and take appropriate steps to ensure it remains safe for children. Managers consult with staff, parents and children when evaluating the quality of the pre-school. They observe staff as they work with children and meet with them on a regular basis to discuss aspects of their practice and identify training to improve outcomes for children. However, opportunities for staff to observe and learn from each other have not been developed. The managers have a good understanding of the requirement to monitor children's progress.

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

The well-qualified staff provide activities that are carefully matched to children's abilities and interests. They play alongside children, talking to them about what they see them doing. They act as playful partners, questioning children and posing simple problems to help extend their learning further. For example, staff ask children to predict how many bricks will be needed to make towers they are building the same height. Staff develop children's understanding of mathematical concepts well. Children are encouraged to count and handle money. For example, they confidently count coins and calculate their value as they play in the role-play bank. Children develop their understanding of the sounds letters make while joining in familiar rhymes and songs.

### Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean that children's safety and welfare cannot be assured. Nevertheless, staff provide a warm and welcoming environment. The key-person system is effective in helping children to settle when they first start at the pre-school. Staff are effective role models who consistently support children to manage their behaviour and develop their friendships. Effective relationships with a range of outside services ensure that children's needs are well met. Staff work closely with families to secure the additional support some children need in order to make good progress. Staff understand the benefits of a healthy lifestyle. They provide a range of healthy snacks and regular opportunities for children to develop their physical skills outdoors.

### Outcomes for children are good

Children are curious and active learners. Staff skilfully build children's confidence and self-esteem as they encourage them to become more independent. Children are willing to try new experiences and ask questions to further develop their understanding. They persevere with tasks and help each other as they play. Children make good progress from the time they start at the pre-school. Staff ensure that children learn a range of valuable skills in preparation for their future learning and their eventual move to school.

## Setting details

<b>Unique reference number</b>	316837
<b>Local authority</b>	Bury
<b>Inspection number</b>	1064049
<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>	32
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	St. Margaret's Pre-School Committee
<b>Registered person unique reference number</b>	RP518336
<b>Date of previous inspection</b>	20 November 2013
<b>Telephone number</b>	0161 773 9491

St. Margaret's Pre-School was registered in 1992. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above, including one with early years professional status and qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm Monday to Friday and from 1pm until 4pm on Monday, Tuesday and Wednesday. The pre-school provides funded early education for two-, three- and four-year-old children and supports children who have special educational needs or disabilities.

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