

# St Anthony's Pre-School/Playgroup

St Anthony's Parish Centre Annexe, St. Anthony's Drive, Fulwood, Preston, PR2 3SQ



<b>Inspection date</b>	2 March 2017
Previous inspection date	24 March 2016

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	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 and committee have a proactive approach and have acted promptly to address the action raised at the last inspection.
- Staff regularly share progress information with parents and help them to guide their children's learning at home. Partnerships with parents are very good. Parents comment on positive changes since the last inspection.
- Staff provide an effective range of appropriately challenging experiences. Children's confidence is nurtured and their learning is extended when they are ready. They make good progress from when they begin to attend.
- Staff get to know individual children extremely well. The key-person system is highly effective. Children share strong emotional attachments with staff.
- Children are consistently well behaved for their ages and know what is expected of them. Staff help them to understand how to share and the importance of using good manners.

### It is not yet outstanding because:

- The manager does not yet make the most of staff expertise to further enhance professional development opportunities for the whole staff team.
- Although the manager gathers the views of others and reflects on some aspects of practice, plans for future improvement are not precisely focused on developing 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:

- build on the current arrangements for professional development and help staff to learn from the expertise within the team
- strengthen plans for further improvement and precisely identify and work towards developing the quality of teaching and learning 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 completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting and on the committee.
- The inspector spoke to some parents and children during the inspection and took account of their views.
- The inspector discussed the setting's self-evaluation with the manager.

### Inspector

Lisa Bolton

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good understanding of their responsibilities to protect children from harm. A lead member of staff is accessible at all times to deal with safeguarding concerns. The manager keeps herself up to date with the local authority's procedures to help to keep children safe. Staff training is highly focused on children's safety and welfare. All staff hold current paediatric first-aid certificates. Robust recruitment procedures are in place and the manager monitors staff practice. Staff supervision is generally effective. The manager monitors the progress that children make alongside staff who know them best. They take time to get to know children's family circumstances and offer support alongside external agencies where necessary. This is particularly effective for children who speak English as an additional language and for those who have special educational needs and/or disabilities.

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

The learning environment is a hive of activity. Children are busy and the atmosphere is highly productive. Educational programmes are well planned to help children to make good progress. Staff offer children a balance of experiences and help to prepare them for school. Children have the freedom to make their own choices in play. They also enjoy a range of adult-guided activities, both in groups and on a one-to-one basis. Staff understand child development and they observe and assess children's learning. They use effective strategies to support children's understanding. This is particularly beneficial to children who have gaps in their communication and language. Staff know how to effectively engage in children's play and steer their learning. They have a good focus on mathematics and frequently introduce mathematical vocabulary while children play.

### Personal development, behaviour and welfare are good

Children feel secure and at ease in their play. The environment is stimulating and supportive of children's own decision-making. Children are motivated to undertake self-care tasks by themselves. They follow clear routines, such as washing their hands and putting on their coats. Children are highly independent at snack time. They locate their own snack, pour their own drink and sit at a table when they choose. Children are encouraged to engage in a range of physical activity indoors and outside. They enjoy daily outdoor play and weekly physical education sessions. This helps to support their physical well-being and awareness of healthy lifestyles.

### Outcomes for children are good

Children are happy, confident and talkative. They show high levels of engagement and are active learners. Children show good listening and attention skills in activities which help to prepare them for school. Gaps in learning are closing for children who have special educational needs and/or disabilities. Early years pupil premium funding is used effectively to help to meet the specific needs of children who receive it.

## Setting details

<b>Unique reference number</b>	309463
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1044693
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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 Anthonys Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP909876
<b>Date of previous inspection</b>	24 March 2016
<b>Telephone number</b>	07963700591

St Anthony's Pre-School/Playgroup was registered in 1993. The setting employs five members of childcare staff. All hold appropriate early years qualifications at level 3 or above. Playgroup sessions operate on Monday and Wednesday 9am until 11.30am. Pre-school sessions run on Monday from midday until 3pm, Tuesday and Friday 9am until midday and Thursday 9am until 3pm. The setting operates term time only. It provides funded education for two-, three- and four-year-old children. It supports those in receipt of early years pupil premium funding. Children who speak English as an additional language and those with special educational needs and/or disabilities are cared for.

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