

WASP @ St. Marks

St. Marks C of E Primary School, Aviary Road, Worsley, MANCHESTER, M28 2WF



Inspection date

4 May 2017

Previous inspection date

13 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff are caring and attentive to children as they play. Children are happy, settle quickly and show they feel safe and secure.
- Managers and staff reflect carefully on the quality of the provision. They consider the views of parents and children when planning further improvements to the quality of service they provide.
- Staff and managers observe and accurately assess children's achievements to find out what they need to learn next. They carefully monitor children's progress and quickly identify any gaps in their learning and development. Staff swiftly implement plans that help to ensure children receive the support they need to make good progress.
- Staff encourage children to persevere and do things for themselves. They are always on hand to offer praise and reassurance as children develop their independence skills.
- Children enjoy playing in the exciting, well-resourced outdoor area. Staff provide a wide range of enticing activities that children find highly motivating.

It is not yet outstanding because:

- Occasionally, large-group activities are not organised effectively. Some children lose concentration and do not get the most from the learning experience.
- Staff do not always obtain detailed information from all parents about children's developmental starting points, in order to help fully plan their learning fully, from the outset.

What the setting needs to do to improve further

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

- review the organisation of large-group activities and maximise children's involvement and participation levels, so that they make the most of the learning experiences
- enhance the partnership with parents even further to promote the sharing of more detailed information about children's prior achievements, from the start.

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 owner.
- The inspector held a meeting with the manager and owner. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and also took account of their views in written form.

Inspector

Denise Farrington

Inspection findings

Effectiveness of the leadership and management is good

The owner and manager support staff effectively. They observe staff and meet with them to discuss aspects of their role. All staff benefit from regular professional development opportunities. Training is carefully targeted to help ensure all staff are well equipped to meet the needs of children. For example, staff recently attended training on developing children's early writing. This has supported them in further developing the writing skills of older children before they go to school. The arrangements for safeguarding are effective. Staff can identify the signs of possible abuse and know who to contact should they have concerns about a child's welfare. Regular checks of the environment are undertaken to ensure that it remains a safe place for children to play.

Quality of teaching, learning and assessment is good

Staff use their knowledge of children's progress well, along with information about their interests. They plan a wide range of activities that is, generally, well matched to children's current stage of development. Staff play alongside children. They talk to children about what they see them doing and introduce new words to help extend their growing vocabulary. Children develop their understanding of mathematical language as they play. For example, when playing outdoors children use words such as, full and empty, as they fill toy trucks and transport sand. Staff develop close partnerships with other settings that children attend. They share information about children's progress with staff and teachers. This helps to provide continuity and consistency in children's learning.

Personal development, behaviour and welfare are good

Staff know children well. They have a good knowledge of their individual care needs. This is discussed with parents when their child first starts. Staff are positive role models. They manage children's behaviour consistently, gently supporting them to behave well and develop their friendships. Staff are aware of the importance of a healthy lifestyle. Children understand why they must wash their hands before enjoying the wide range of nutritious snacks available. Staff sensitively help children to recognise and value the similarities and differences between themselves and other members of the community.

Outcomes for children are good

Children make good progress from the time they first attend. They are confident, active learners who make decisions about what they would like to play with. Children play well together, sharing and taking turns. They are willing to try new experiences and use their knowledge well, to solve simple problems as they play. Children develop a range of early literacy and numeracy skills. This helps to prepare them for the next stage in their learning and eventual move on to school.

Setting details

Unique reference number	EY361416
Local authority	Salford
Inspection number	1093173
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	32
Number of children on roll	43
Name of registered person	Jane Dalton
Registered person unique reference number	RP906790
Date of previous inspection	13 March 2015
Telephone number	07706836872

WASP @ St. Marks registered in 2007. The setting employs 11 members of childcare staff, of these, seven hold appropriate early years qualifications at level 3 and the owner holds a level 4 qualification. The setting opens on Monday to Friday, term time only, from 7.45am until 6pm. The owner receives funding to provide free early education for two-, three- and four-year-old children.

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