

# St Johns Preschool

St Johns Vicarage, Irlam Road, Manchester, M41 6AP



## Inspection date

24 May 2017

Previous inspection date

21 September 2016

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

## Summary of key findings for parents

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

- Although steady improvements are being made, leaders' knowledge of strong teaching practice is not secure enough to drive consistently good teaching and learning across the provision.
- Staff do not consistently use what parents and other providers know about children's levels of development, to help them plan precisely how to meet each child's needs and monitor their progress right from the start.
- Occasionally, older and most-able children do not always receive the levels of challenge they need to help them stay focused and achieve as much as they can.
- The organisation of activities and routines are not consistently well planned. Children are not always supported to have a secure understanding of what is expected of them.

### It has the following strengths

- Leaders give high priority to safeguarding matters. They understand their responsibilities and procedures to follow should they have concerns about a child.
- The youngest children are well motivated by the wide range of resources which are appropriate to their level of development. They are keen to join in and to explore.
- Staff are caring, nurturing and meet children's emotional well-being effectively. They engage in play with the children and develop close relationships.
- Children settle well and feel safe to access the full range of activities on offer both inside and outside.

## What the setting needs to do to improve further

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

- strengthen leaders' knowledge of high-quality practice and use it to monitor the delivery of consistently good teaching and learning opportunities for all children
- strengthen partnerships with parents and other settings that children attend, to help support precise assessment and targeted, consistent planning from the outset
- establish more consistent support and routines that help children better understand what is expected of them
- add further challenge to teaching and resources, particularly for older and most-able children.

### Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities, and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the pre-school manager.
- The inspector spoke with a small number of parents, staff and children during the inspection.
- The inspector held discussions with the pre-school provider and the manager. She looked at relevant documentation, including the suitability of staff.

### Inspector

Angela Rowley

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Although leaders are monitoring teaching and learning more closely, gaps in their knowledge of effective teaching hinders the identification of some weaknesses. Leaders aspire to improve and have developed their practice by working on the weaknesses identified at the last inspection. They work closely with their local advisers and make good use of local expertise to support children who need it most. This is helping them close some gaps in learning. However, they do not always make good use of their relationships with parents and other settings that children attend to form an accurate assessment of each child's development and to plan ways to promote good progress. The arrangements for safeguarding are effective. Training for child protection and first aid is prioritised.

### **Quality of teaching, learning and assessment requires improvement**

Although some teaching is improving, quality is not yet consistently good. Some resources and activities lack appeal for older and most-able children. They are not always well matched to their advanced stages of development or support children to challenge themselves further. Younger children enjoy the rich exploratory experiences staff provide. Staff promote children's physical skills and their communication and language well. For example, they provide opportunities for using tools to make marks on a big and small scale. They provide a variety of props to support understanding and engagement during singing time. Staff's knowledge of promoting mathematics in play is improving well.

### **Personal development, behaviour and welfare require improvement**

Some routines are not consistently implemented and children do not always know what is expected of them. Circle time, which initially results in some good sitting and listening, is interrupted during the intermittent child collection arrangements. The subsequent afternoon self-registration, intended to support children to recognise their own written names, is rushed because the attention span of the remaining children has waned. Staff communicate with children well about any unwanted behaviour and promote kindness with calm, caring approaches. However, they do not always organise space and activities to help children securely understand and comply with rules and boundaries. Children's good health is promoted well. They eat healthy snacks and enjoy learning outside.

### **Outcomes for children require improvement**

Although some children progress well, older children are not always highly engaged or able to challenge themselves to achieve more. Despite this, all children develop some of the skills they need in readiness for school. Younger children develop confidence and enjoy exploring. All children receive support to practice good hygiene and to use the toilet. They learn to sit at the table to eat their packed lunches and they help to pour their own drinks. Children develop strong relationships with each other.

## Setting details

<b>Unique reference number</b>	EY482731
<b>Local authority</b>	Trafford
<b>Inspection number</b>	1074400
<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>	24
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Rachel Murray
<b>Registered person unique reference number</b>	RP909766
<b>Date of previous inspection</b>	21 September 2016
<b>Telephone number</b>	07787422846

St Johns Preschool registered in 2014 and is privately owned and is situated in Manchester. The pre-school employs four members of childcare staff. Of these, the manager holds an appropriate early years qualification at level 4 and two member of staff hold childcare qualifications at level 3. The pre-school opens term time only. Sessions are from 9am to 3pm on Monday, Tuesday and Wednesday. On Friday the pre-school is open from 9am to 12pm.

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