

St. Margaret's Pre-School

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



Inspection date

6 June 2017

Previous inspection date

26 January 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 staff team have worked extremely hard to raise the quality of the pre-school since the last inspection. They have successfully addressed the actions and recommendation raised and enhanced many other aspects of their practice.
- Staff are well qualified, knowledgeable and experienced. They use the information they obtain from observations well to assess what children can do and plan for what they need to learn next. Children are highly motivated and confident learners and make good progress in their learning.
- Children benefit from a calm, nurturing, relaxed atmosphere and the sensitive interaction of caring, attentive key persons. This has a positive impact on children's physical and emotional well-being.
- Partnerships with parents, other early years providers and external professionals are exceptionally strong. This helps to promote high levels of consistency and continuity of care and learning for all children.

It is not yet outstanding because:

- The manager has not fully considered monitoring different groups of children to address any weaknesses and help close the achievement gap for vulnerable groups of children.
- Self-evaluation is not yet sharply focused on targeting priorities for improvement to help raise the quality of the pre-school to an outstanding level.

What the setting needs to do to improve further

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

- strengthen the systems for monitoring to include the progress made by different groups of children that identify areas to be targeted, in order to help narrow the achievement gap
- enhance the arrangements for self-evaluation so that they are sharply focused and target prioritised areas for improvement, in order to help raise the quality of practice to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector talked to staff and children throughout the inspection.
- The inspector completed a joint observation of an adult-led activity with the pre-school manager.
- The inspector spoke to the manager at appropriate times throughout the inspection. She looked at relevant documentation, such as a sample of policies and procedures, children's learning records and evidence of the suitability and qualifications of staff working in the pre-school.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Julie Kelly

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of the reporting requirements should they have concerns about the welfare of children. The manager observes staff's practice and carries out effective supervision meetings and appraisals to monitor their performance. The training that staff attend is carefully targeted to meet their individual needs and has a positive impact on learning outcomes for children. For example, sign language training has had a significant impact on helping children with speech and language difficulties. Excellent partnership working with external professionals and agencies makes a significant contribution to ensuring that children who have special educational needs and/or disabilities are supported to an optimum level.

Quality of teaching, learning and assessment is good

Staff provide children with a rich, stimulating and exciting learning environment, both indoors and outdoors. They have a deep understanding of how children learn best and provide activities that help them to make progress in all areas of learning. For example, children thoroughly enjoy engaging in a role play seaside activity. They recall past experiences of when they went on holiday, talk about creatures that live under the sea and pretend to wear goggles and flippers to swim under the water. This helps children to extend their good communication and language skills, develop their imagination and learn about the world around them. Resources reflect and value the diversity of children's home lives. Children develop a good understanding of the similarities and differences between people and communities beyond their immediate experience.

Personal development, behaviour and welfare are good

Children are very happy and well settled in the pre-school. Staff teach children about the effect that exercise has on their bodies and the importance of adopting a healthy diet. Children have a wonderful time when they take part in a music and movement session. They are full of excitement as they feel their hearts beating faster, and notice that they are panting and are hotter than they were before. Staff are very good role models and play alongside children, in order to teach them to understand how to share and take turns. This helps children to develop strong friendships and a secure understanding of acceptable behaviour.

Outcomes for children are good

All children make consistently good progress. This includes funded children and children who have special educational needs and/or disabilities. Children demonstrate high levels of emotional security, confidence and independence. They acquire a wide range of skills, abilities and attitudes that prepares them well for future learning and school.

Setting details

Unique reference number	316837
Local authority	Bury
Inspection number	1084385
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	32
Number of children on roll	43
Name of registered person	St. Margaret's Pre-School Committee
Registered person unique reference number	RP518336
Date of previous inspection	26 January 2017
Telephone number	0161 773 9491

St. Margaret's Pre-School 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 who holds 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.

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