

St Mary's Under Fives

St. Marys C of E Infant School, George Lane, Marlborough, Wiltshire, SN8 4BX



Inspection date	8 June 2017
Previous inspection date	14 January 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

- Children's personal, social and emotional development receive high priority. A well-developed key-person system supports children effectively to form secure attachments. Children demonstrate that they feel emotionally secure.
- Staff have a shared approach to children's learning. They have forged positive relationships with parents, other early years settings and outside professionals, to help provide continuity of care and to support children's development.
- Staff manage children's behaviour well. Children learn to follow instructions, share, take turns and play harmoniously together. Their behaviour is good.
- Staff support children's literacy skills well. For example, they encourage children to look at factual and fiction books to extend their interests and learning.
- The manager successfully evaluates practice. She effectively identifies strengths and areas for improvement, and has successfully addressed the recommendations from the last inspection. For example, she has adapted planning to focus clearly on individual children's interests, to extend their learning further.

It is not yet outstanding because:

- Staff miss opportunities to expand on children's developing information and communication technology skills.
- The manager does not monitor and support staff's professional development as well as she could, to extend their teaching even further.

What the setting needs to do to improve further

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

- develop resources and activities for children to extend their information and communication technology skills
- further develop ways to monitor and support staff's professional development.

Inspection activities

- The inspector sampled a range of documentation, including children's records, and policies and procedures.
- The inspector toured the premises and looked at available resources inside and outside.
- The inspector spoke to the manager, staff, parents and children at appropriate times during the inspection.
- The inspector observed staff's interaction with the children, inside each room and outside.

Inspector

Tracey Cook

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff know how to identify if children may be at risk of harm and where to report concerns about children's welfare. Staff work closely with parents and relevant professionals to meet children's needs, including the needs of those who have special educational needs and/or disabilities. The manager effectively monitors children's progress to identify any gaps in their learning quickly and effectively puts plans in place to ensure all children make good progress from their starting points. Staff attend some training that helps to develop their skills. For example, staff have recently completed letters and sounds training to support children with their early reading skills in line with the local school.

Quality of teaching, learning and assessment is good

Staff consistently observe children and monitor their progress, to carefully plan what they need to learn next. They work particularly well to help children who learn English as an additional language. For example, staff include displays of snacks in different languages, with words and pictures from each child's unique background, to support their culture and understanding. Children develop the confidence to choose activities that reflect their interests. Parents praise the support they receive to help extend their children's learning at home. Children enjoy their time at the setting.

Personal development, behaviour and welfare are good

Staff are good role models. Children listen, respond well to staff and use good manners. Children have good opportunities to exercise. Staff teach children to care for their surroundings. All children enthusiastically help to tidy up after completing activities. Staff encourage children's independence, such as selecting their own toys. Children learn to manage risk well and about being healthy. For example, staff offer ideas and actively support parents to encourage children to bring healthy lunches. Children are settled and have a strong sense of belonging.

Outcomes for children are good

Children are keen to explore and investigate, and make informed choices about their play. For example, they choose where, what and with whom they play. Children learn to value and respect their own and other children's differences. For example, they learn about different countries and cultures. Children develop good mathematical skills as staff encourage them to solve problems and count numbers during routines and activities. Children develop good imaginative skills and become deeply involved in their play. For example, children excitedly look for clues in the outside area when they invent their own game of 'cops and robbers'.

Setting details

Unique reference number	EY432371
Local authority	Wiltshire
Inspection number	1095014
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	28
Number of children on roll	48
Name of registered person	St Mary's Under Fives Committee
Registered person unique reference number	RP530907
Date of previous inspection	14 January 2015
Telephone number	07593928949

St Mary's Under Fives is a committee-run community pre-school, first established in 1964. It operates from a building within the grounds of St Mary's Infant School, which is located near the centre of Marlborough. The pre-school is open every weekday during term time only. Sessions are from 9.15am until 2.45pm on Monday to Thursday, and from 9.15 until 11.45am on Friday. The pre-school receives funding for the provision of early education for two-, three- and four-year-old children. The pre-school employs seven members of staff. All staff hold early years qualifications at level 3 or above, including one member of staff who has qualified teacher status.

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