

St. Anne's Pre-School, Royton Oldham Limited

St Anne's C of E School, Ormerod Avenue, Royton, OLDHAM, OL2 5DH



Inspection date	30 June 2017
Previous inspection date	25 April 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager is an excellent leader and has high aspirations for the development of her staff team. The staff are passionate practitioners who share the same vision of quality and have the highest of expectations for every child in their care.
- The quality of teaching is superb. All staff have an excellent knowledge of how to support children's individual needs. All children make excellent progress in their learning and development and are well prepared for the next stage in their learning.
- Children who have special educational needs and/or disabilities are supported extremely well. The staff are passionate about supporting every child to develop their own individual skills. Close working partnerships with a range of other professionals are in place, which helps in meeting the needs of all children.
- Partnerships with parents are a key strength of the pre-school. Parents are fully involved in assessment processes and regularly share information about the skills children are developing at home. Home learning is promoted extremely well.
- Staff are excellent role models for children and provide the highest levels of care. Children have forged strong attachments to staff and are confident, motivated learners. Children listen to staff and their behaviour is excellent.
- The manager and staff consistently evaluate the service they provide. They welcome the views of children and parents in their constant drive to improve and provide the highest levels of care for children.

What the setting needs to do to improve further

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

- continue to enrich the already excellent creative opportunities for children to engage in imaginative role play.

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 spoke with staff, parents, a member of the committee and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's development records, a sample of policies and procedures, processes for evaluating the setting and evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Elisia Lee

Inspection findings

Effectiveness of the leadership and management is outstanding

All staff have an excellent understanding of the early years foundation stage. Safeguarding is effective. Staff demonstrate excellent knowledge of safeguarding practices. They work exceptionally well as a team and place the needs of children at the heart of everything they do. They constantly evaluate the service they provide through weekly staff meetings, supervision meetings and observations of teaching. Staff's continual professional development is supported extremely well through mentoring, ongoing training and attending a range of network meetings with other providers. Rigorous systems are in place to assess children's developmental needs and identify gaps in their learning. Where gaps are identified, a range of strategies is put into place. For example, the use of funding is targeted to obtain key resources in order to improve outcomes for children. Children are supported extremely well as they prepare for future learning at school.

Quality of teaching, learning and assessment is outstanding

Staff are highly skilled at supporting children's natural interests through play. Activities are meticulously planned to help children in developing confidence and acquiring new skills. Learning opportunities are presented in a range of imaginative ways. For example, children use water pistols on a target outside as they learn to identify numbers. They role play working in a cafe and write down orders from staff, building on their early mark-making skills. Staff have an excellent knowledge of their key children and actively support them in becoming inquisitive and motivated learners. Staff continually assess children's development and identify how they can best support their next steps in learning. Staff are considering additional ways of extending learning experiences to further support and enrich children's creativity and imagination.

Personal development, behaviour and welfare are outstanding

The pre-school offers an inviting and homely environment with a strong family feel. Staff are very aware of the importance of supporting children's well-being through times of change. For example, key persons visit school with children and take part in play sessions, which helps children as they prepare to leave the pre-school. Staff show children how to respect and care for others. For example, each day two children have the opportunity to prepare a snack for their friends. Children are provided with excellent opportunities to learn about the wider world. For example, they enjoy finding out about celebrations from different cultures. Children's health and physical and emotional well-being are supported extremely well.

Outcomes for children are outstanding

All children make excellent progress from their starting points. They enjoy taking part in a wealth of enriching experiences that supports all areas of their learning and development. They are self-motivated, active learners who enjoy exploring and finding out about the world around them. They are superbly prepared with key skills they will need for the next stage in their learning.

Setting details

Unique reference number	EY375631
Local authority	Oldham
Inspection number	1088058
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	0 - 5
Total number of places	32
Number of children on roll	49
Name of registered person	St. Anne's Pre-School, Royton Oldham
Registered person unique reference number	RP525973
Date of previous inspection	25 April 2014
Telephone number	07721 958 004

St. Anne's Pre-School, Royton Oldham Limited registered in 2008. It operates from two rooms and associated facilities within St. Anne's Primary School. The pre-school is managed by a limited company. It employs six members of childcare staff. Of these, five staff hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The pre-school opens Monday to Friday, during term time only, from 8am until 5.30pm. It provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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