

# Saint Jerome's Pre-School Playgroup

St. Jeromes RC Primary School, Greenloons Drive, LIVERPOOL, L37 2LX



## Inspection date

6 October 2017

Previous inspection date

13 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children's health and well-being are highly prioritised. Staff are extremely sensitive to individual children's needs and circumstances. Very effective partnerships with parents underpin the emotional support staff give to children.
- Children respond very well to simple but effective routines. They listen to staff, help to tidy up and learn to contribute to group discussions by taking turns to speak. Children are highly motivated to learn and are very well behaved.
- Staff have developed expertise in helping children to acquire language. Screening programmes identify where children need additional support. Teaching helps children to make very good progress in speaking.
- Managers forge strong partnerships with teachers from the adjacent school and professionals from other agencies and settings. Managers exchange knowledge and effective practice as part of their drive to continually improve.
- An effective programme of performance management supports the experienced and qualified staff team. Staff regularly meet with managers to identify their strengths and areas they would like to develop further.

### It is not yet outstanding because:

- Established methods of finding out what children can already do on entry are not consistently implemented. Consequently, assessment is less swift for some children.
- While teaching through child-led play is very good, it is not clear what individual children are expected to learn from planned adult-led activities.

## What the setting needs to do to improve further

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

- consistently identify what children can already do on entry, so that planning for their next steps is implemented swiftly
- identify precisely the learning intention for planned adult-led activities and how they link to what children need to learn next.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact on children's learning.
- The inspector had a tour of the premises and spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector had a meeting with both managers and also met with the Reception teacher from the adjacent school and the setting's local authority adviser. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Val Aspinall

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff attend training to ensure they understand local child protection procedures. They know how to identify and refer children whose well-being causes concern. The playgroup's small, established team has a good understanding of the requirements they must meet. Managers have a strong focus on improvement and development. They frequently ask parents to evaluate the effectiveness of the parental programmes they deliver. For example, parents found 'rhyme time' sessions very enjoyable and helpful in supporting their children's communication skills at home. Staff continually enhance their knowledge through training. For example, children access excellent physical activity sessions daily as a result of staff training and research. Managers monitor and compare the progress of different groups of children to identify any areas where children may need additional support.

### Quality of teaching, learning and assessment is good

Staff provide particularly strong teaching in communication and language. They are skilled in helping children to extend their vocabulary and to think through their ideas. Very effective assessment of children's communication also supports their understanding of mathematics and the world around them. For example, during a routine activity focused on language development, children examine a toy ladybird. They describe its colour, count its spots and know that real ladybirds hibernate in winter. Outdoors, children look for bugs under logs and learn that slugs do not have a shell. Children who are almost ready to start at the adjacent school have frequent visits to the reception class. Teachers from various schools are invited to visit and get to know children before they start.

### Personal development, behaviour and welfare are outstanding

Children develop excellent independence skills. They can put on their own coats, butter their own crackers and manage their own self-care needs. Children learn about healthy food choices and grow seasonal vegetables. Children thoroughly enjoy daily physical activity sessions. Staff plan the sessions to help children develop the muscles that eventually support children to control how they hold and use a pencil. Children learn about speed and direction as they move in different ways. Staff build very strong attachments with children and model consistent messages about kindness and cooperation. Staff are exceptionally well tuned into children's needs. They provide a warm and friendly environment that supports children's emotional well-being extremely well and helps them to thrive.

### Outcomes for children are good

Children show great enthusiasm for learning. They are keen to join in and share their thoughts and ideas. Children are very well prepared for their eventual move to school. They draw pictures of themselves, make marks on clipboards and can count and recognise numbers. They can concentrate on specific tasks and participate well in group activities.

## Setting details

<b>Unique reference number</b>	EY418056
<b>Local authority</b>	Sefton
<b>Inspection number</b>	1102278
<b>Type of provision</b>	Full-time 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 - 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Saint Jerome's Pre School Playgroup
<b>Registered person unique reference number</b>	RP910346
<b>Date of previous inspection</b>	13 February 2014
<b>Telephone number</b>	01704 879 000

Saint Jerome's Pre-School Playgroup registered in 2002. It is operated by a charitable committee and is based in a self-contained unit within the grounds of St Jerome's Primary School in Formby, Merseyside. The setting operates each weekday during term time only, between 9am and 3pm and operates wraparound care and a breakfast and after-school club from 8am to 9am and 3pm to 6pm. The setting provides funded places for the provision of early education for two-, three- and four-year-old children. The setting currently employs seven members staff, of these, five hold early years qualifications at level 3 including one member of staff with a foundation degree and one with early years professional status.

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