

Holy Spirit Pre School

Holy Spirit RC Primary School, Cotterill, Halton Brook, Runcorn, Cheshire, WA7 2NL



Inspection date

9 October 2017

Previous inspection date

2 June 2015

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 management team and staff are entirely dedicated to providing the best possible level of care and education for children. They work tirelessly to support children and their families, engage with other professionals and promote continuity of approach.
- Additional funding is utilised extremely effectively to enhance children's lives and experiences. Leaders make highly effective use of opportunities to engage parents in this process so that they can support children's learning at home.
- Staff have very high expectations for all children and a strong commitment to helping them achieve the best possible outcomes. They plan a range of creative, imaginative and interesting activities for each child to develop children's curiosity about the world around them. Children are highly motivated, capable and eager to learn.
- Parents are strongly encouraged to be involved in children's learning and development. They are consistently informed of their children's achievements through extremely accurate observation and assessments. Staff make excellent use of information gathered from parents to tailor their care and planning for individual children.
- Staff have created a welcoming, meticulously planned learning environment that is extremely well resourced and organised. Children remain actively engaged in the indoor and outdoor areas, exploring the interesting resources with high levels of independence and curiosity.

What the setting needs to do to improve further

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

- continue to implement targeted supervision and coaching procedures to enhance and maintain the excellent quality of teaching.

Inspection activities

- The inspector observed activities in the indoor and outdoor area. She evaluated the impact of teaching on children's learning.
- The inspector jointly evaluated practice with the deputy manager. She spoke with staff and children at appropriate times during the inspection.
- The inspector had a tour of the areas of the premises used for childcare purposes.
- The inspector met with parents and other professionals to gather their views and feedback.
- The inspector held a management meeting and reviewed relevant documentation, including the pre-school's self-evaluation form and evidence of staff suitability and qualifications.

Inspector

Lauren Parsons

Inspection findings

Effectiveness of the leadership and management is outstanding

Leadership is very strong. Leaders engage in a cycle of constant self-reflection and identify demanding targets to further enhance the pre-school. They actively seek guidance, input and suggestions from parents, children and other professionals. The arrangements for safeguarding are effective. Leaders have created a culture of awareness and children's safety and well-being are central to staff's practice. Leaders have implemented extremely robust recruitment and vetting procedures to monitor the suitability of all staff. They also use thorough risk assessments to minimise the potential risks to children's safety. Staff are well qualified and experienced. Leaders intend to further enhance staff's very strong teaching skills through coaching and supervision.

Quality of teaching, learning and assessment is outstanding

Staff's use of questioning is highly effective as they have learned more about promoting children's thinking skills from training. Younger children, for example, are helped to learn positional language as they build train tracks and tunnels with staff. They consider cause and effect, with time to explore and repeat their experiments. Older children wallow in sensory experiences. For example, in the outdoor area they delight in experimenting with a mixture of malleable and natural materials. Staff make excellent use of opportunities to support children's understanding of mathematical concepts, such as quantity and size. Staff observe children's play and meticulously assess children's skills and progress in partnership with parents and other professionals. They use this information to create purposeful and challenging learning experiences that superbly extend children's thinking skills, curiosity and all-round development.

Personal development, behaviour and welfare are outstanding

Children are extremely well behaved. Staff skilfully encourage them to solve problems and take responsibility for themselves. Staff use praise extremely well to increase children's self-esteem. Children confidently and competently manage risks in the environment, such as climbing or using tools. Children demonstrate excellent social skills, showing care and concern for their peers. They thrive on positive, close relationships with staff who know them very well. Staff gather meaningful information about children's home lives and make highly effective use of this to help them settle in. Children are exceptionally well supported as they prepare to move to school.

Outcomes for children are outstanding

All children are extremely well supported to make progress from their starting points. Children who require extra support receive effective early interventions. The gaps in achievement for different groups of children are closing. Older children are extremely well prepared for the next stage of their learning. Children are given time and opportunities to try things for themselves and make independent choices throughout the day. For example, they choose from a range of healthy, nutritionally balanced snacks and serve these with little adult support.

Setting details

Unique reference number	303470
Local authority	Halton
Inspection number	1090567
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	40
Number of children on roll	45
Name of registered person	Holy Spirit Pre School Association Committee
Registered person unique reference number	RP904074
Date of previous inspection	2 June 2015
Telephone number	01928 572 589

Holy Spirit Pre School registered in 1984. The pre-school employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 11.45am and from 12.30pm until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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