

St Joseph's Swans and Cygnets Pre-School

125 Newtown Road, Malvern, Worcestershire, WR14 1PF



Inspection date

16 November 2017

Previous inspection date

9 May 2017

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
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 committee and management team are clearly focused on securing improvement and there are clear action plans in place to develop the service even further. Since the last inspection, robust systems have been introduced to prioritise safeguarding issues and the vetting of committee members.
- Staff work closely with parents and offer good guidance and support to families when they need it most. Staff quickly identify gaps in children's learning when they first start and work well with parents to help children make good progress.
- The quality of teaching is good and staff use a good range of strategies to promote children's communication and language skills.
- Staff place a strong focus on getting to know children and their families and promoting children's emotional well-being. Routines are organised well to help children increase their independence and self-care skills.
- The manager works alongside staff and offers good support and direction to staff.
- There are strong partnerships with the on-site school and the local schools children move on to, to share information about children's care and learning.

It is not yet outstanding because:

- Staff do not consistently provide a rich range of activities to enthuse children's learning further in mathematics and literacy, to help them to make the best possible progress.
- Staff do not meticulously use the information gained from children's assessments to plan highly challenging activities that help children make the best possible progress.

What the setting needs to do to improve further

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

- make even better use of the information gained from children's assessments to plan highly challenging activities that help them make high rates of progress
- provide a rich range of activities to motivate children's learning even further in their mathematics and literacy, to help them make the best possible progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at the pre-school during the inspection.
- The inspector spoke to parents during the inspection and looked at parent feedback surveys, taking account of their views.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff are trained in child protection issues and know the procedure to follow if they have a concern about a child. Staff have a secure understanding of wider safeguarding issues and work closely with other professionals working with the families. The committee members receive an induction when they start and benefit from training to ensure they are clear about their roles and responsibilities. Regular committee meetings and staff meetings are held to share information and keep the whole team up to date and involved in the decision-making process. Parents report high levels of satisfaction. They are impressed by the progress their children make in increasing their confidence and speaking skills. They also value the advice and support they receive on issues, such as managing their children's behaviour.

Quality of teaching, learning and assessment is good

Staff plan around children's interests and use an interesting range of topics and experiences to capture their imagination. For example, the current topic is focused on children learning about colour and shape through using a variety of media and materials. Staff creatively use a range of popular books to reinforce learning, and children enjoy story and singing sessions. Staff prioritise children who speak English as an additional language and those with speech and language delay to help close gaps in their learning. For example, staff use sign language along with words to help them communicate and also provide good one-to-one support.

Personal development, behaviour and welfare are good

Staff place a strong focus on closing gaps in children's personal, social and emotional development. For example, staff support children well to learn how to manage their feelings and provide ample opportunities for them to increase their independence and self-care skills. Staff provide good first-hand experiences to help children learn about keeping safe and healthy. For example, children have had visits from the dentist, paramedics and guide dogs for the blind. Children learn about the role of the emergency services, oral health and foods which are healthy for their bodies. Children talk about the healthy options in their lunch boxes and which foods are high in sugar. Staff have close relationships with children, who enjoy their company.

Outcomes for children are good

Children make good progress from their starting points and acquire the key skills required in preparation for school. Children show good levels of enjoyment and concentration during group times. For example, children warmly greet each other as they sing the hello song and are active during the physical session as they learn to move their bodies to music. Children learn to recognise their names and begin to learn about letters of the alphabet and the sounds they represent. For example, children sound the initial sound of their own and others' names and quickly identify their names on their placemats. Children easily follow instruction and learn to count and recognise numbers during mathematical games. Children learn about their own and others' families and talk about their emotions.

Setting details

Unique reference number	205299
Local authority	Worcestershire
Inspection number	1099389
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	18
Name of registered person	St Joseph's Swans and Cygnets Pre-school Committee
Registered person unique reference number	RP903039
Date of previous inspection	9 May 2017
Telephone number	01684 573016

St Joseph's Swans and Cygnets Pre-School registered in 1992. Sessions are from 8.30am until 3.30pm, Monday to Friday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children. It employs seven members of childcare staff. Of these, one holds early years professional status, one holds qualified teacher status, and three hold an appropriate early years qualification at level 3.

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