

# St Mary's Preschool

St. Marys RC Primary School, Gladstone Street, Glossop, Derbyshire, SK13 8NE



<b>Inspection date</b>	16 November 2017
Previous inspection date	11 December 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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and her staff have high expectations for the children's enjoyment and achievement during their time in the setting. There is a clear direction for future developments and staff work well as a team.
- All groups of children achieve well during their time in the pre-school. They are prepared well for their future learning, including starting school.
- Staff accurately assess children's levels of achievement. They identify the next steps in children's learning and plan interesting activities to help achieve them. Staff work well with other professionals, such as speech and language therapists, to address any identified gaps in children's learning.
- Relationships with parents are strong. Parents are very appreciative of the warm and caring greeting that children receive every day. Staff keep them well informed about their children's progress and provide useful support and guidance when required.
- Children are well behaved and inquisitive. Staff successfully help them to develop their independence, confidence and self-awareness.

### It is not yet outstanding because:

- Staff do not consistently engage children as effectively as possible in their learning to fully motivate them.
- Performance management arrangements are not sufficiently based on incisive evaluations of the impact of staffs' teaching on children's learning.

## What the setting needs to do to improve further

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

- build on the range of teaching strategies to ensure children are fully engaged and motivated during adult-led activities
- strengthen performance management procedures to ensure that they fully reflect the impact of staff's teaching on children's learning and achievement.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held meetings with the manager. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Andrew Clark

## Inspection findings

### Effectiveness of the leadership and management is good

The staff work together well to identify priorities for further development and take effective steps to meet them. They take good advantage of training and support to strengthen, for example, the teaching of mathematics and children's creative development. The manager and staff take good account of the views of parents through regular discussions, questionnaires and meetings. Staff work closely with other settings. This makes a good contribution to the teaching of literacy skills. Arrangements for safeguarding are effective. The designated safeguarding leader ensures staff are well trained in child protection procedures and have an up-to-date knowledge and understanding. Staff are vigilant and create a safe, warm and caring environment.

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

Staff make good use of detailed information from parents to accurately assess children's individual starting points. They help children to develop their curiosity and explore the world around them. For instance, children learn to mix, balance and handle substances when they pretend to bake cakes in their mud kitchen. Staff are skilful in helping children to extend their listening and speaking skills. For example, they encourage children to listen carefully to stories and echo back repeated phrases and rhymes accurately. They help children to follow instructions and engage in regular routines, such as registration and tidying and sorting games.

### Personal development, behaviour and welfare are good

Children get to know their key person very well and build good relationships. This contributes to the smooth start that children make in their educational experiences. Staff successfully help children to manage and improve their own behaviour and relationships. Staff help children to develop their self-confidence and self-awareness. For example, they support children with regular and purposeful praise and guidance, and show respect for their work through displays around the room. Children learn to be independent and to make their own decisions and choices. Staff help children to understand the diversity of the world in which they live and to appreciate others' views. Staff encourage children to contribute to a tidy and healthy environment. For example, children work together to put away toys and wash their hands while singing their tidy up and handwashing songs.

### Outcomes for children are good

Children of all abilities achieve well. All groups of children have positive attitudes to learning. They are curious and persistent in most tasks. For example, they persevere in their drawing and mark-making activities to achieve results that they are proud of. Older children make particularly good progress in recognising the sounds that different letters represent and identifying them in their names. Children make good progress in their mathematical skills. For example, they identify and match objects of different shapes and sizes. They develop problem-solving skills through, for example, tackling increasingly complex jigsaw puzzles or construction activities.

## Setting details

<b>Unique reference number</b>	206873
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1103130
<b>Type of provision</b>	Sessional 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 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Margaret Cockin
<b>Registered person unique reference number</b>	RP511454
<b>Date of previous inspection</b>	11 December 2014
<b>Telephone number</b>	01457 855412

St Mary's Preschool registered in 1985. The preschool employs three members of childcare staff, who all hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 11.45pm. It also opens Monday and Wednesday, from 12.25pm until 3.25pm, depending on the numbers of children on roll. The pre-school provides funded early education for two-, three- and four-year-old children.

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