

St. John's C.E. Preschool

St. John's Street, Pemberton, WIGAN, WN5 0DT



Inspection date	15 December 2017
Previous inspection date	6 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 evaluates the quality of the pre-school regularly. She considers the views of staff, parents and children when planning any future changes.
- Staff assess the progress children make and use this information to plan a wide range of stimulating activities that is precisely matched to children's current stage of development.
- Staff are kind, nurturing and very attentive to children's needs. They know each child well and take positive steps to help all children feel settled and secure.
- Partnership working is effective. Staff constantly involve parents in children's learning. They link closely with other professionals to ensure all children receive the support they need to make good progress.
- Children show respect for others and play harmoniously together. They share toys and learn to take turns. Staff manage children's behaviour well. They are positive role models, providing clear explanations to help children know what is expected.

It is not yet outstanding because:

- Staff do not provide enough opportunities for children to recognise numbers and letters, to help them practise their mathematical and literacy skills further.
- Systems to enhance the monitoring of staff, such as peer observations, are not yet developed or targeted enough to clearly identify how all staff can raise the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- provide more opportunities for children to recognise numbers and letters, and help them to practise and develop their skills further
- build on the good systems introduced for monitoring and supporting staff, to enrich practice and enhance outcomes for children further.

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 completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to a small number of parents during the inspection and also took account of their views in written form.

Inspector

Denise Farrington

Inspection findings

Effectiveness of the leadership and management is good

The staff continually reflect on their activity with children and respond to their changing needs and interests. Staff are well qualified and keen to continue to keep their knowledge up to date. The manager carefully targets future professional development for all staff. For example, recent mathematics training has been used well by staff, who make the most of opportunities to engage children in counting and calculating during their play. The arrangements for safeguarding are effective. Staff attend courses in child protection and show a secure knowledge of the action to take if they have any concerns about a child's welfare. Daily checks of the environment help to ensure it remains a safe place for children. Partnerships with the host school are strong and are effectively used to support children's transition to school.

Quality of teaching, learning and assessment is good

Staff enthusiastically engage in children's play. They listen carefully to children and ask questions that help to extend their learning further. Staff support children's social, communication and physical skills well. They skilfully introduce new words that help to expand children's growing vocabulary. For example, staff introduce and explain the word 'brittle' to describe the texture of dried pasta. Children are encouraged to count. For example, they carefully count the spoonfuls of glitter they need to put in their reindeer food mixture, to ensure the reindeer's nose sparkles. Children listen attentively to stories and join in with familiar phrases. They participate in exciting action songs and rhymes and use props animatedly. This helps to develop children's creative skills.

Personal development, behaviour and welfare are good

Children are very well settled. They form secure friendships and help each other to remember the pre-school rules. Staff encourage children to develop their independence. For instance, children are encouraged to persevere as they try to put on their own hats, coats and gloves. Staff are aware of the importance of a healthy lifestyle. They provide a range of healthy snacks and discuss the benefits of eating a healthy diet. Staff encourage children to try new food and support them in adopting good hygiene practices. Children have regular opportunities to develop their physical skills in the fresh air. Staff sensitively support children to identify and respect the similarities and differences between themselves and others in a variety of ways.

Outcomes for children are good

Children are confident and enthusiastic learners who make choices about what they would like to play with. They confidently engage in conversations. Children talk about what they are doing and are not afraid to ask questions when they need things to be explained. They enjoy solving simple problems that challenge them further in their learning. All children make good progress during their time at the pre-school. They develop a range of important skills that helps to prepare them for their future learning and eventual move to school.

Setting details

Unique reference number	EY374714
Local authority	Wigan
Inspection number	1104790
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	19
Number of children on roll	25
Name of registered person	St John's C.E. Preschool Partnership
Registered person unique reference number	RP904512
Date of previous inspection	6 November 2014
Telephone number	01942 214 580

St. John's C.E. Preschool registered in 2008. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above, including the manager, who is qualified at level 6. The pre-school opens Monday to Friday during term time only from 8.45am until 3.30pm. It provides funded early education for three- and four-year-old children.

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