

St John's Pre-School Macclesfield



St John The Evangelist C E Primary School, Ivy Road, Macclesfield, SK11 8QN

Inspection date	9 January 2018
Previous inspection date	3 March 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 pre-school has a strong management team, supported by an active committee and administration staff. The manager has worked with her staff team to introduce several improvements since the last inspection. She is very proactive in encouraging staff to reflect on how they can do things even more effectively.
- The manager and her staff are passionate about providing the best possible experiences for children. The warm relationships they have with children and the praise and encouragement they use develop children's confidence in their own abilities.
- The well-qualified staff provide a varied range of activities. Small-group times are used effectively for direct teaching of concepts, such as numbers, name recognition, speaking and listening and early writing skills. Children concentrate well and grow in their understanding of the ideas being discussed.
- Staff have recently concentrated on developing their use of mathematical concepts and language with children. This has had a beneficial effect on staff's confidence to teach these ideas and children's subsequent understanding.
- Partnerships with parents are strong. Staff communicate with parents through a range of methods. They provide very practical support about how to extend children's learning at home and have lending libraries for books and outdoor play equipment.

It is not yet outstanding because:

- While most activities are well planned, there are occasions where children are not encouraged enough to develop their own creative and problem-solving skills.

What the setting needs to do to improve further

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

- make the most of opportunities for children to think through things for themselves and develop their ideas and creativity or solve simple problems.

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 a meeting with the pre-school manager, the business manager and the committee chairperson. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Sarah Rhodes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager's work on safeguarding issues is meticulous. She puts children at the heart of her thinking and ensures, where necessary, that she works closely with parents and other agencies to keep children safe. She is supported by staff who have a good understanding of what would constitute a safeguarding concern and what they should do about any concerns. Children are marked in and out of the pre-school on the register by staff, who also ensure they know who will be collecting them. The manager regularly assesses staff's teaching abilities in a variety of ways and encourages them to develop their skills further, through training and their own research. Courses covering issues, such as autism, use of mathematics with early years and raising attainment, have been undertaken. The fresh ideas shared with all staff have a positive effect on the quality of the provision. Staff work with other providers to ensure they gather all required information so they can complement what others provide.

Quality of teaching, learning and assessment is good

Staff plan activities that support each child's individual learning needs. They gather information from children and parents about children's interests. Staff use these, along with their own observations, to plan activities and topic work which cover all areas of learning. Staff monitor children's progress regularly to ensure that any gaps in learning are identified and acted upon. They assess children's language skills and understanding, and provide sessions which start to build on their listening skills. Staff use additional funding well to provide additional support and resources for children. Staff have arranged the outside play space to provide an interesting environment which supports all areas of learning for children who prefer to learn outside. Staff use a range of opportunities throughout the day to develop children's understanding of mathematical concepts and language. Children confidently use numbers and quantities in their play.

Personal development, behaviour and welfare are good

Children's behaviour is good. Staff act as good role models and offer children age-appropriate guidance and reminders so that they know what is expected of them. Staff promote children's independence well. Children enjoy healthy and nutritious snacks and learn about a healthy lifestyle. At snack time they develop their independence and physical skills as they help to prepare their own snacks. Staff work closely with the local school to ensure children are well prepared educationally and emotionally for the move on to school.

Outcomes for children are good

Children make good progress. Most are working comfortably within the range of development typical for their age. Assessments are undertaken for children who have special educational needs and/or disabilities. This ensures plans are in place to help build on their abilities. Most children are able to recognise their own name and develop skills associated with writing. They gain an understanding of nature as they explore frozen water outside and see how a ball rolls down the access slope to the outdoor space.

Setting details

Unique reference number	EY491503
Local authority	Cheshire East
Inspection number	1088457
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	24
Number of children on roll	52
Name of registered person	St John's Pre-School Macclesfield
Registered person unique reference number	RP534759
Date of previous inspection	3 March 2017
Telephone number	01625 430 800

St John's Pre-School Macclesfield has operated since the 1980s. It re-registered in 2015 when it changed its status to a charitable incorporated organisation. The pre-school employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 6 and five hold level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 11.45am and 12.30pm until 3.30pm. Children can stay for a lunch club between the two sessions. The pre-school offers funded early education for two-, three- and four-year-old children.

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