

St Johns Preschool

St Johns Vicarage, Irlam Road, Manchester, M41 6AP



Inspection date

9 January 2018

Previous inspection date

24 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	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 manager has made vast improvements since the last inspection. She demonstrates a passionate, determined drive to improve the pre-school further. She has clear plans for the future to support children's achievements over time.
- Children behave very well. Staff help them to develop an understanding of the boundaries set and of behavioural expectations.
- Children's communication and language skills are supported well. Staff engage them in meaningful conversations about what they are doing and encourage them to share their home experiences.
- Staff develop effective partnerships with parents and keep them well informed of their child's progress. Parents state they are delighted with the quality of the pre-school.
- Children are very happy and settled in this welcoming friendly pre-school. Staff are kind, caring and respond well to children's individual needs.

It is not yet outstanding because:

- Although arrangements for self-evaluation of practice are in place, the manager does not routinely use contributions from staff and parents to better inform this process.
- Staff do not consider further ways for children to use technology to explore how things operate. ?
- Staff do not consistently offer children a wide variety of opportunities to extend their knowledge and understanding of differences in people beyond their own experiences.

What the setting needs to do to improve further

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

- improve the systems for self-evaluation to include the views of staff and parents
- increase children's opportunities to explore and use technology, particularly to help them learn how things work
- provide more opportunities for children to learn about people from varying backgrounds and abilities to help to extend their understanding of their differences and similarities.

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. 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

Lindsey Wallwork-Jones

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff are aware of the possible signs and symptoms of abuse. They understand wider safeguarding issues and the possible signs to look for. Staff are confident about how to refer concerns about children's welfare. Thorough risk assessments are completed daily and reviewed in the light of any event that should occur. Robust recruitment procedures are in place. The manager ensures all staff are suitable to carry out their role. The manager works alongside her staff. She monitors their practice closely and ensures that their ongoing professional development is promoted well. For example, she has introduced discussions at the end of each day for her team to reflect on the daily activities and routine. The manager monitors children's progress effectively. She ensures that any gaps in children's learning are identified and swift action is taken to close gaps.

Quality of teaching, learning and assessment is good

Staff are enthusiastic and support children's learning well. They gather extensive information about children on entry. This helps them to know their key children well. Recent changes to the planning and assessment of children have given staff more flexibility to follow the children's individual needs and interests. For example, staff make daily changes and add new ideas to their planning after discussions with parents about their children's experiences at home. Staff use their observations and assessments of children's progress thoughtfully to identify what children need to learn next. Children successfully develop literacy skills. They handle books and talk about pictures with staff.

Personal development, behaviour and welfare are good

Children confidently develop their independence skills. They pour their drinks and use utensils to select and serve their food. They learn about good hygiene practices as they wash their hands at appropriate times. Children's good health is promoted well. For example, children excitedly discuss how they keep their teeth clean ready for the 'tooth fairy'. Children enjoy a variety of outdoor experiences that helps them to be active and exuberant. For example, they roll pretend snowballs in the foam and stamp their feet to make snowy footprints. Staff skilfully promote children's learning about how to care for the environment. Children enjoy sorting materials for recycling. They understand the difference between paper and plastic materials that are recycled.

Outcomes for children are good

Children are confident learners who make choices in their play. They participate enthusiastically in activities and maintain good levels of concentration during play and group activities, such as circle time. They have good opportunities to enjoy imaginary play, follow their own ideas and explore new possibilities. Children's mathematical skills are promoted well. For example, they count the tower of bricks they have built and then use a tape measure to estimate how tall it is. Children develop valuable skills for their future learning, including their eventual move on to school.

Setting details

Unique reference number	EY482731
Local authority	Trafford
Inspection number	1100558
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	28
Name of registered person	Rachel Murray
Registered person unique reference number	RP909766
Date of previous inspection	24 May 2017
Telephone number	07787422846

St Johns Preschool registered in 2014. The pre-school employs five members of childcare staff. Of these, the manager holds an appropriate early years qualification at level 4 and three members of staff hold childcare qualifications at level 3. The pre-school opens term time only. Sessions are from 9am to 3pm on Monday, Tuesday, Wednesday and Friday.

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