

# Mather Street Pre-School

Mather Street Primary School, Mather Street, Failsworth, MANCHESTER, M35 0DT



## Inspection date

9 March 2018

Previous inspection date

10 November 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 dedicated manager, ably supported by her deputy manager, leads a staff team who wholeheartedly share the same vision of improving life chances for all children in their care. She aspires to be outstanding and has cultivated a strong growth mindset across the setting of anything can be achieved through hard work and determination.
- High priority is given to children's personal and social development. Staff are skilled in supporting children's physical and emotional well-being. Their good knowledge of attachment and robust settling-in visits helps all children to form secure relationships.
- Links with the host primary school, local community and external childcare professionals are good. Parents are kept well informed of their children's developmental progress and attend regular parent meetings. They are invited in for special events, such as fun days, charity fundraising events and tea parties to celebrate occasions like Mother's Day.
- Children who have special educational needs and/or disabilities and children who speak English as an additional language are supported well. Robust intervention plans, close monitoring and liaison with other professionals ensures all children make good progress.
- Children receive good opportunities to participate in a variety of external professional activities, such as football, multi-sports and ballet. Children relish these opportunities and become fascinated while discussing the correct way to do stretches and kick a ball.

### It is not yet outstanding because:

- There are times when staff do not use the correct pronunciation of words when talking to children.
- Although procedures are in place for monitoring staff practice, the manager has not yet fully embedded systems to help raise the quality of teaching to an outstanding level.

## What the setting needs to do to improve further

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

- support staff to consistently demonstrate to children how to pronounce words correctly
- continue to embed systems to monitor staff practice to strengthen and drive forward the overall quality of teaching to an outstanding level.

### Inspection activities

- The inspector viewed all areas accessed by children and observed play and learning opportunities.
- The inspector carried out a joint observation with a member of the management team and spoke to staff members in the setting.
- The inspector held a meeting with the management team. He looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector held a meeting with the headteacher and foundation stage manager of the host primary school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Mr Luke Thomas Heaney

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. A robust safeguarding policy is in place and all staff are astute to the possible signs, symptoms and indicators of abuse and neglect. They know the referral procedure well and have a good understanding of wider safeguarding issues. Robust recruitment and vetting procedures are in place and all staff have undergone stringent suitability checks. Staff receive the relevant support, guidance and coaching during supervision sessions and appraisal meetings. The manager effectively evaluates the quality of the setting and demonstrates a strong capacity to continually improve and drive forward change. Development plans are sharply focused and include the views of staff, parents and children. Staff attend a variety of training programmes, which have a positive impact on outcomes for children. For example, a course around mathematics has enabled staff to gain a greater understanding of how to effectively introduce counting and shape recognition to children during every day routines. The manager has a good knowledge of how and when to inform the relevant stakeholders, such as Ofsted of any changes or significant events which happen at the setting.

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

Good teaching, robust assessment and personalised activities support all children to make good progress, relative to their initial starting points. Staff provide interesting and challenging experiences, which keep children motivated and enthused to learn. They competently adapt activities and go with children's current interests. For example, older children become fascinated while looking at bugs outdoors. Staff skilfully provide children with thought-provoking questions about how bugs live, eat and breathe. They allow children to freely investigate, learning through the process of trial and error. Children's laughter fills the air as they build large towers with foam bricks. They skilfully measure and compare themselves against the towers and have articulate discussions about shape, quantity and size. Younger children enjoy splashing in water and become fascinated while operating cause-and-effect toys. They show good levels of perseverance while building a train track and delight in enacting roles of princesses in the home corner.

### Personal development, behaviour and welfare are good

Care practices are good. Children demonstrate good levels of self-confidence, motivation and independence. They have a strong sense of belonging and behave well. They regularly embrace one another with hugs and remind each other of safety precautions, such as not to run too fast outdoors. Staff provide children with good opportunities to be physically active and teach them well about all aspects of healthy living.

### Outcomes for children are good

Children are resilient, capable and confident individuals who leave the setting with a good skill base in readiness for their move on to school. Older children show good concentration skills and attempt to write for different purposes. Younger children enjoy looking at books and become fascinated while exploring using their senses in sand.

## Setting details

<b>Unique reference number</b>	EY402814
<b>Local authority</b>	Oldham
<b>Inspection number</b>	1105051
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Victoria Jane Burke
<b>Registered person unique reference number</b>	RP910556
<b>Date of previous inspection</b>	10 November 2014
<b>Telephone number</b>	07846254244

Mather Street Pre-School registered in 2010. The setting employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including two staff members who hold qualified teacher status. The setting opens Monday to Friday, during term time only. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-olds.

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