

# St Mary's Church Pre-School



The Pavilion, St Mary's CE (Aided) Primary School, Castle Street, Saffron Walden, Essex, CB10 1BQ

<b>Inspection date</b>	21 March 2018
Previous inspection date	19 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The team works exceptionally hard to provide high-quality provision for all children. Its drive to excel is apparent to other professionals working with it.
- Children benefit from the tremendous outdoor experiences. Staff offer regular forest school sessions for older children and all children have rich opportunities to use the exceptionally well-resourced outdoor area. The provision of protective outer clothing for children and staff enables everyone to participate and this contributes significantly to children's enjoyment and learning.
- Staff continually promote children's speaking and listening skills. The wide variety of strategies helps children communicate as effectively as possible. Children engage extremely well in the expertly planned small-group activities.
- Children make excellent progress and the support for children with a range of additional needs is particularly effective. The results of the work done in pre-school have led to an increase in the achievement for children at the end of their time in Reception class.
- Parents are extremely happy with the pre-school. They say that their children make significant progress, especially with their communication. Parents explain how the enthusiasm of the staff makes children and parents want to get involved.
- Organisation is superb. All staff take every opportunity to attend training and put what they learn into practice. Highly effective supervision meetings help staff development.

## 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 already excellent use of reflection and evaluation, to sustain improvements and maintain the excellent outcomes for all children.

### 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 observed an adult-led activity and evaluated this with the manager.
- The inspector met with the manager and spoke to staff during the inspection. She looked at relevant documentation and evidence of the suitability of adults working and managing the setting.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to at the inspection.

### Inspector

Alison Reeves

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Managers, staff and the committee demonstrate their drive for excellence very clearly. Comprehensive strategies for reviewing all aspects of practice are used to excellent effect. Everyone recognises this is the key to their continued success. All staff are determined to find new and ever-more-effective ways of working to maintain the outstanding provision. Staff use their detailed knowledge, training and experience to identify concerns about children's welfare. They take prompt action to help families and to protect children from harm. Arrangements for safeguarding are effective. Partnerships with parents are highly successful. Parents receive extremely useful ideas to help them support children's learning at home. Managers carefully track every child's progress.

### **Quality of teaching, learning and assessment is outstanding**

Teaching is superb, and staff expertly support child-led learning and continually challenge children to achieve. Children explore their environment with huge enthusiasm and great interest. Staff support children as they collect the many natural materials found in the outdoor area. They look closely at the pinecones, conkers and stones, noticing the colours, shapes and textures. Children demonstrate their excellent problem-solving skills. They carefully transport water from one area to another. Some children use the water for cooking in the mud kitchen and others to make deep muddy puddles in which to jump. Children show that they can operate taps on urns and water butts. They know when the containers are nearly full and shut off the taps quickly. Staff frequently observe children and assess their learning needs. Staff use accurate and detailed assessment very effectively to support planning for children's next steps in learning.

### **Personal development, behaviour and welfare are outstanding**

Staff provide a highly stimulating environment. Their training and research about how carefully planned spaces support children's education and sense of well-being are having a very positive impact on children's behaviour and engagement. Staff put a strong emphasis on physical development and providing ideal opportunities for children to be active indoors and outside. Exceptional relationships between staff and children help children to make the transition from home to pre-school each day. Initiatives, such as the clipboards for messages from home and the paper bags to fill, have a significantly positive effect on children settling in. Children learn about the importance of eating healthily and following hygiene procedures to help them keep well.

### **Outcomes for children are outstanding**

Children progress extremely well. They catch up with their peers, overcoming gaps in their learning. Children are eager to 'have a go' at experiences and rapidly develop their concentration and confidence. This helps them to learn more quickly. Children show they enjoy early writing and reading experiences. Children investigate the properties of three-dimensional shapes, looking closely at the number of sides and corners on each one. Children learn to recognise and write their own names. They are well prepared for school.

## Setting details

<b>Unique reference number</b>	EY405134
<b>Local authority</b>	Essex
<b>Inspection number</b>	1088100
<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>	30
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	St Mary's Church Pre-School Limited
<b>Registered person unique reference number</b>	RP529509
<b>Date of previous inspection</b>	19 June 2014
<b>Telephone number</b>	01799 520358

St Mary's Church Pre-School registered in 2010. The pre-school opens Monday to Friday during term time only. Sessions are on Monday to Thursday from 9am until 3pm and on Friday from 9am until 1.15pm. The pre-school employs 9 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3.

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