

St Georges Pre-School

St Georges Hall, Lilac Street, Lee Mount, Halifax, HX3 5BT



Inspection date

29 March 2018

Previous inspection date

9 June 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 directors and manager are committed to providing the best quality play and learning environment they can for children. They have an accurate view of the quality of the provision and identify areas for further development successfully.
- Staff develop very strong partnerships with parents. They keep parents fully informed about their children's learning. Parents are very complimentary about the quality of the support that the staff provide for their children and for themselves. Parents describe how staff make a fantastic difference to their children's learning.
- Staff create an inclusive environment where each child's individual culture is valued and celebrated. Children learn about communities and develop their understanding and respect for the differences between themselves and other people. Staff support children who speak English as an additional language particularly well.
- Staff make accurate assessments of children's learning and complete termly summaries of the progress they make. The manager monitors children's learning well and identifies any areas where their progress is less than typical. Staff work closely with other professionals and put effective strategies in place to help children catch up quickly.

It is not yet outstanding because:

- Staff do not consistently provide highly challenging activities for the most able children to maximise their learning even further.
- Occasionally, staff interrupt children's play, concentration and explorations as they encourage them to take part in different group activities indoors and outdoors.

What the setting needs to do to improve further

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

- provide highly challenging activities for the most able children to extend their learning even further and support outstanding achievement
- review the organisation of whole-group activities to make sure that children's play, concentration and explorations are not interrupted.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the director. She scrutinised policies and procedures, staff's qualifications, accident records and evidence of the suitability of staff and directors.
- The inspector discussed the self-evaluation with the directors.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Angela Sugden

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The directors and manager use robust recruitment and vetting procedures to ensure that staff are suitable. Staff have a good understanding of child protection. They understand how to keep children safe and know what to do should they be concerned about a child's welfare. The directors and manager implement an effective safeguarding policy. They provide induction for new staff, supervision, training and support for all staff to undertake childcare qualifications. This helps staff to understand their role. Staff deploy themselves effectively, maintain ratios and supervise children well. Staff have completed training in paediatric first aid. This provides them with the knowledge they need to respond to any accidents or injuries effectively. Staff carry out daily checks indoors and outdoors, and minimise any risks to children promptly. Directors implement a clear complaints procedure and keep a record of any complaints as required.

Quality of teaching, learning and assessment is good

Staff plan a range of activities that interests children and support them in their learning well, overall. Young children show good levels of concentration as they carefully pour water to turn a water wheel. They also investigate how water moves when they push their hand into containers and show delight as the water overflows. Staff reinforce children's mathematical understanding of direction and capacity well. Children are curious about the world around them and are motivated to explore the habitats of living creatures in the soil. Staff encourage children to handle the creatures gently and listen to children carefully as they share their discoveries. Children use well-constructed sentences and talk confidently about the worms they find as they describe the patterns on their bodies.

Personal development, behaviour and welfare are good

Staff provide a safe, secure and well-planned learning environment. Children settle quickly and develop strong emotional attachments to their key person. Children show that they feel safe and talk confidently to visitors about what they are doing. Staff provide daily outdoor play experiences and support children's physical development well. Older children display high levels of energy as they push scooters at speed. They display a keen awareness of space as they carefully negotiate obstacles. Young children develop good control of their bodies as they throw beanbags into tyres. Staff help children to be kind and take turns. Children are friendly and polite. Their behaviour is good.

Outcomes for children are good

All children make good progress from their starting points in learning. They are developing the skills they need for the future, including the move on to school. Older children show good imagination and competently make up stories about a bag with a magic key. They enjoy making music and play a range of musical instruments correctly. For example, they show competence as they play the glockenspiel using two beaters. Young children enthusiastically sing a wide range of songs and rhymes. Children enjoy listening to stories. They independently choose books to read and handle them with care.

Setting details

Unique reference number	EY376612
Local authority	Calderdale
Inspection number	1102124
Type of provision	Full-time 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	The Calderdale Community Childcare Company Ltd
Registered person unique reference number	RP527903
Date of previous inspection	9 June 2014
Telephone number	07903859595

St Georges Pre-School registered in 2008. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above, including one who holds early years professional status. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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