

Sutton St James Pre-School



Hollinhey Primary School, Bell Avenue, Macclesfield, Cheshire, SK11 0EE

Inspection date	25 April 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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, committee and team strive for continuous improvement and high standards. The manager specifically targets areas to make positive changes and considers the views of parents, children and staff. For example, there are improved methods to share information with parents about children's learning.
- Staff skilfully support children to make good progress in their learning. They use accurate observations and assessments of children's development to plan a variety of interesting and purposeful activities.
- Staff are very good role models and use effective strategies help children learn to manage their emotions. Staff are friendly, respectful and reinforce positive messages about behaviour. Children learn good social and moral values.
- There are strong partnerships with parents. Staff maintain a two-way flow of communication with parents and actively engage them in their child's learning and care.
- Children are motivated and inquisitive learners. They confidently lead their own play and freely choose from a wide range of accessible resources.

It is not yet outstanding because:

- Staff do not fully maximise links with other early years settings that children attend to enhance the continuity of their learning and development.
- The manager does not use supervisions of staff to provide them with precise feedback and sharply focus on raising the quality of teaching even higher.

What the setting needs to do to improve further

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

- strengthen the links with other settings that children attend to support the continuity of their learning and development even further
- enhance the arrangements for staff supervision to provide them with precise feedback and focus on raising the quality of teaching even higher.

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 manager.
- The inspector held a meeting with the manager and the chairperson of the committee. 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 written views.

Inspector

Farzana Iqbal

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff complete child protection training and know the procedures to follow if they have concerns about a child's welfare. Staff keep the premises secure and supervise children's play closely to ensure their safety. The manager leads a strong team and together they promote a strong child-centred ethos in the pre-school. Parents highly praise staff on their caring approach to children's care and learning. They state that their children are happy, settled and confident. The manager closely monitors the progress of different groups of children. She analyses and uses the information to target areas of learning and ensure attainment gaps narrow quickly. For example, the manager and staff work closely with the local health visitor and ensure that early support is swiftly in place.

Quality of teaching, learning and assessment is good

Children enjoy learning in a stimulating and welcoming environment. Staff join in with children's play and ask questions to support their language and thinking skills effectively. For example, children learn how the characteristics of ice and water change. Children learn about lifecycles and how to care for living things. For example, they observe real caterpillars and tadpoles and compare this to a familiar storybook. Staff support children's communication and language development effectively. For instance, they ask meaningful questions and adopt shared strategies from speech professionals. Staff support children's interests with enthusiasm. For example, children use large tubes to compare how fast and far the cars travel. Staff introduce mathematical concepts well. For example, they teach them to count during everyday activities and routines.

Personal development, behaviour and welfare are good

There are good opportunities for children to learn and play outdoors. Children and staff discuss the benefits of healthy foods. This helps to promote children's understanding of the importance of leading a healthy lifestyle. Staff support children's emotional well-being effectively. Children develop good social skills, they play well together. Staff celebrate children's achievements and boost their sense of achievement. For example, they reward children with praise, stickers, and share special moments from home. Children relish undertaking small responsibilities. For instance, they look forward to the role of 'mini mentors' to help staff and other children.

Outcomes for children are good

Children show good levels of concentration and engagement in their play. They start to gain independence in their self-care skills. For example, they put their own shoes on and tidy up after themselves. Children learn to value the differences and similarities between themselves and others. They proudly express the idea that everyone is unique and special. All children make good progress in their learning. They develop important skills that help prepare them for future learning, such as school.

Setting details

Unique reference number	EY499746
Local authority	Cheshire East
Inspection number	1045259
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	35
Name of registered person	Sutton St James Pre-School
Registered person unique reference number	RP900924
Date of previous inspection	Not applicable
Telephone number	07967236766

Sutton St James Pre-School registered in 2016 and is committee run. It is open each weekday during school term time from 9am until midday and on Monday and Wednesday from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. There are seven childcare staff, five of whom hold appropriate early years qualifications at level 3 or above. One member of staff holds a qualification at level 7.

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