

St Pauls pre-school Brinnington

St Pauls C of E Primary School, Brinnington Road, STOCKPORT, Cheshire, SK5 8AA



Inspection date

18 May 2018

Previous inspection date

11 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

- Staff make good use of information from their observations of children's play to accurately assess what they know and can do. Planning is effective and sharply focused on children's individual interests and their next steps in learning. Children make good progress.
- The environment indoors and outdoors, is well organised and resourced with a wide range of good-quality toys and equipment that successfully captures children's interest. Children are eager to participate in the exciting range of activities on offer. They are independent, confident and motivated learners.
- Children make close emotional relationships with their key person and strong friendships with each other. They seek out their key person for reassurance when they feel a little unsettled. Children are happy in the pre-school and demonstrate good levels of emotional security. This has a positive impact on their well-being.
- Staff work in close partnership with external professionals and the host school, which some children also attend. They effectively share information about children's care and learning to help promote good consistency and continuity for all children.

It is not yet outstanding because:

- Staff do not seek detailed information from parents about what children know and can do when they first start at the pre-school.
- Self-evaluation does not sharply focus on targeting precise areas for improvement to help to further enhance learning outcomes for children.

What the setting needs to do to improve further

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

- build on existing methods for seeking information from parents about what their children already know and can do on entry
- strengthen the arrangements for self-evaluation to identify key areas for improvement that help to rapidly improve learning outcomes for children.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector talked to the manager, staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation of a planned adult-led activity with the manager.
- The inspector looked at relevant documentation, such as safeguarding policies and procedures, children's records and evidence of the qualifications and suitability of staff working in the pre-school.
- The inspector took account of the views of parents spoken to on the day of the inspection and from written feedback obtained by the manager.

Inspector

Julie Kelly

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a deep understanding of the referral procedures to follow should they have concerns about the safety or welfare of a child. The manager closely checks the progress made by all children who attend the pre-school, including different groups of children. This helps her to quickly identify gaps in children's learning and seek external intervention, when necessary. Furthermore, when children's progress in some areas of learning is slower, plans are put in place to address this. For example, the manager and staff noticed that boys were not achieving as well as girls in their writing skills. This prompted staff to provide more mark-making opportunities on a larger scale outdoors and writing materials in dens and under tables. This has had a positive impact on helping to encourage boys to be involved in these types of activities. Data gathered shows that this has helped to improve boys' literacy skills and the achievement gap is narrowing. The manager observes staff practice and carries out supervision meetings to monitor their performance.

Quality of teaching, learning and assessment is good

Experienced and well-qualified staff are enthusiastic. The children mirror this as they play and learn together. Children squeal with laughter and excitement when they play hide and seek with staff and run in and out of bushes. They pretend to make food in the mud kitchen. Children work together to make 'pies' out of soil, twigs and stones. They put them in the microwave to cook and then take them to the outdoor shelter and pretend to eat them. This helps to enhance their creativity and imagination and develop their physical and personal, social and emotional skills. Staff ask children to find triangles to make a castle roof and count how many pieces they need. They encourage children to listen carefully to the sounds that they can hear and guess what they are.

Personal development, behaviour and welfare are good

Children are happy and well settled in the pre-school environment. Staff are good role models and provide children with clear and consistent boundaries to help them to learn the difference between right and wrong. Their behaviour is good. Staff are extremely caring and attentive. They respond to children's care needs quickly to help ensure that they remain comfortable and content. Children are encouraged to do things for themselves whenever possible. This helps to promote their good self-care skills and independence.

Outcomes for children are good

Children make good progress. This includes children who have special educational needs and/or disabilities. Some children count reliably up to 10 and beyond and demonstrate a good understanding of simple mathematical concepts, such as shape and size. Children demonstrate good levels of engagement in activities. They develop a good knowledge of linking sounds to letters and learn to recognise and write their name. Children have a positive attitude towards learning and develop a wide range of skills, abilities and attitudes in readiness for future learning and school.

Setting details

Unique reference number	EY472728
Local authority	Stockport
Inspection number	1088264
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	20
Number of children on roll	40
Name of registered person	Samantha Louise Quinn
Registered person unique reference number	RP905610
Date of previous inspection	11 June 2014
Telephone number	07527 408558

St Pauls pre-school Brinnington registered in 2013. It is open Monday to Friday, during term time only. Sessions are from 8.45am to 11.45am and 12.15pm until 3.15pm. The pre-school provides early years funding for two-, three- and four-year-old children. There are currently six members of staff working directly with the children. Of these, four hold an appropriate early years qualification at level 3 and one holds a qualification at level 2.

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