

Inspection date

29 June 2018

Previous inspection date

14 September 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 enthusiastic manager and staff have worked hard to improve practice. They have addressed actions raised at the previous inspection.
- Staff track and support children's development effectively to identify and address any gaps in their learning. They speak clearly to children and make good use of all opportunities to help them to develop their communication and language skills, including those children who speak English as an additional language.
- Partnerships with parents are effective. There is a two-way flow of information. Staff engage parents in their child's learning and share information using a variety of methods. Parents praise staff and comment that they are caring and friendly.
- Staff are inclusive in meeting the needs of all children. Staff skilfully adapt and differentiate their teaching to promote good outcomes for children. Children who have special educational needs (SEN) and/or disabilities receive good support.
- Children receive a very warm welcome and arrive with excitement and enthusiasm. They explore the environment with confidence and show a strong sense of belonging.
- Children have daily opportunities to be active, indoors and outdoors. They learn to navigate obstacles with skill and enjoy the health benefits of energetic exercise.

It is not yet outstanding because:

- Although staff benefit from regular supervision and training, they do not receive highly effective support to raise the quality of teaching even further.
- Staff do not always use effective strategies to promote children's good behaviour.

What the setting needs to do to improve further

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

- provide even more support for staff to raise the quality of teaching to a consistently higher level to further improve outcomes for children
- develop effective and consistent strategies to promote children's good behaviour.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, indoors and outdoors.
- The inspector carried out two joint observations with the manager.
- The inspector held meetings with the manager.
- The inspector spoke with children, parents, staff and the local authority early years advisor at suitable times throughout the day and took account of their views.
- The inspector looked at a range of documentation, including policies and procedures, and records of children's progress

Inspector

Ron Goldsmith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of their responsibilities to safeguard children. They know the procedures to follow if they have any concerns. All staff have their safeguarding training regularly updated. The ratio of staff to children is good and staff deployment is effective. They frequently check the safety of the environment and closely supervise children at all times. The managers and staff have successfully implemented improvements to assessment and tracking of children to monitor the progress of all children. Consequently, they identify any gaps in achievement and take effective action to address these. The setting have used additional funding effectively to improve observation and assessment techniques, and their knowledge of the different ways children learn.

Quality of teaching, learning and assessment is good

Children enjoy initiating conversations with adults and talking about things that interest them. Staff support children's communication skills well. They ask questions and encourage children to think and solve problems. For example, staff tell the story about the three little pigs and successfully extend the activity by encouraging children to build a house with bricks. They ask children if they can blow it over. Staff then introduce sticks and twigs and the narrative of the story, together with the children's own imagination, staff continue to drive their interest. Staff provide varied activities for children to explore, experiment and be creative. For example, children are creative with paint, and use their hands and brushes to make marks on paper. They mould and cut dough into shapes. Children write for a variety of purposes and enjoy adding water to soil in the mud kitchen outdoors to explore texture and how things change.

Personal development, behaviour and welfare are good

Children are confident and self-assured. Staff work closely with schools that children will attend to help make the move seamless. Children learn about being safe. Children are very confident and independent. They enthusiastically select those activities that interest them most. They learn about protecting themselves in hot weather and competently put on their sun hats before going outdoors. Staff provide children with opportunities to discuss their feelings and thoughts, and plan future activities. Children are supported from an early age to explore new experiences.

Outcomes for children are good

All children make good progress in their learning and development, including those receiving additional funding. Children build strong physical skills. For example, they ride bicycles, learn how to throw and kick balls to each other and balance on beams. They demonstrate positive attitudes to their play and learning, and are gaining the key skills in readiness for the move on to school.

Setting details

Unique reference number	305325
Local authority	Cheshire West and Chester
Inspection number	1114298
Type of provision	Sessional 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	30
Number of children on roll	26
Name of registered person	Preschool@stmarks Committee
Registered person unique reference number	RP524225
Date of previous inspection	14 September 2017
Telephone number	07928832831

Preschool@stmarks registered in 1974. The pre-school employs 9 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above. The pre-school opens from Tuesday to Friday during term time. Sessions are from 9.15am until 1.15pm on Tuesday, Thursday and Friday. Sessions on a Wednesday are 9.15am until 12.15pm. The pre-school provides funded early education for two- and three-year-old children.

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