

# St. Mary's Preschool

St. Mary's Church Hall, St. Mary's Road, Wootton, Bedford, Bedfordshire, MK43 9HB



## Inspection date

5 July 2018

Previous inspection date

13 January 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider is uncertain of all statutory requirements. As a result, they failed to notify Ofsted of a significant event.
- Supervision of staff is not highly focused on identifying precise plans for their ongoing professional development.

### It has the following strengths

- Staff work effectively with parents to support children's learning and development.
- Raucous song times, where children sing nursery rhymes, play musical instruments and march around the garden, help them to excel in their communication and language development. Equally, they move their bodies in time to the rhythm of the music, supporting their coordination and physical skills.
- Staff make accurate assessments of children's learning to successfully identify next steps in learning and support their good progress.
- Staff use exciting ways to help children learn about the natural world. They grow and nurture potato plants in the garden, which they dig up and cook for the end of term meal.
- Children build close, affectionate relationships with staff. The key-person approach is effective and staff know children and their families well.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

### Due Date

- improve knowledge and understanding of the statutory requirements of early years foundation stage, in particular relation to what significant events must be reported to Ofsted. 06/08/2018

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

- extend on current arrangements for staff supervision to identify more effectively targeted plans for staff to develop their professional knowledge and skills even further.

## Inspection activities

- The inspector spoke to a number of parents and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector talked to staff and children throughout the inspection.
- The inspector looked at required documentation, such as evidence of the suitability of staff.
- The inspector observed children's learning activities and assessed the impact this has on their learning and development.

## Inspector

Hayley Marshall-Gowen

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The provider did not notify Ofsted of an accident to a child that occurred at the pre-school. This is because the provider was not clear about when they must report significant events. However, they did take action to notify other agencies promptly. Staff gave appropriate medical treatment and suitably risk assessed the areas where children play. As a result, there is no risk to children. Arrangements for safeguarding are effective. Staff are aware of safeguarding issues. They can readily identify signs and symptoms that children are at risk of harm. Furthermore, the managers are aware of local child protection issues and work effectively with the Local Safeguarding Children Board. Staff have successfully addressed the recommendations from the previous inspection. Staff monitor children's learning and development well and work with other professionals to further support children's individual needs.

### Quality of teaching, learning and assessment is good

Children are highly expressive in their role-play games. They dress as builders and build walls using foam bricks. Children quickly establish roles, with some children inspecting the wall that has been built and identifying themselves as a 'boss'. This highly sophisticated play increases children's social skills as they play imaginatively together. Staff read familiar stories to children. Their skilful teaching and effective questioning help children to think and talk about their ideas. Staff ask children how they know the picture is of night time. Children study the illustrations and correctly identify the car lights are on, so it must be dark.

### Personal development, behaviour and welfare are good

In the garden, boys form lines on scooters. They challenge each other to race and decide on different ways to move, such as sitting on the scooter or using two feet. This high energy, physical play clearly excites and stimulates children. Children are confident and capable of meeting their own personal needs. They excitedly run in from the garden and wash their hands before choosing their snack. Staff sit with children and talk to them as they eat, using the opportunity to extend on children's learning. Excellent teaching challenges children to think about gender and non-stereotypical play. Children are given freedom and support to try different activities and to feel confident about doing so. This has huge benefits for children's well-being and growing sense of their own identity.

### Outcomes for children are good

All children, including those for who the pre-school receive additional funding, make good progress in their learning and development. Children who have special educational needs and/or disabilities positively thrive at the pre-school. All children are confident in communicating. When they are not able to do this verbally, they use sign language. Children are confident and well prepared with the skills that they need to be ready for starting school.

## Setting details

<b>Unique reference number</b>	219115
<b>Local authority</b>	Bedford Borough
<b>Inspection number</b>	1101795
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	St Mary's Preschool Committee
<b>Registered person unique reference number</b>	RP905962
<b>Date of previous inspection</b>	13 January 2014
<b>Telephone number</b>	01234 767 158

St. Mary's Preschool registered in 1993. It operates from 9am until 4pm on Tuesday, Wednesday and Friday, from 9am until 3pm on Thursday and from 9am until midday on Monday. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above and one holds qualified teacher status. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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