

St Mary's Preschool

Chess Suite, Chesham United F C, Amy Lane, CHESHAM, Buckinghamshire
HP5 1NE



Inspection date	24 September 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 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

The provision is good

- Children arrive at pre-school happily. They enjoy a well-resourced and organised play environment, which helps to engage them in their learning and helps them to make choices for themselves.
- All children, including those with identified special needs, enjoy their learning and make good progress. Staff make observations and know the children well helping them plan effectively for children's individual development.
- Children behave well and are happy and settled. Staff are sensitive to children's individual needs, which helps to support their emotional well-being effectively.
- The manager and staff accurately identify priorities for improvements. They plan targets to help outcomes for all children. For example, they have successfully used their evaluation to help improve opportunities for children to have fresh air and exercise helping their healthy lifestyle.

It is not yet outstanding because:

- The management team does not yet use highly focussed professional development opportunities to help raise the quality of teaching further and help children achieve at the highest level.
- The Management and staff team do not fully check the progress of the different groups of children to help identify less obvious gaps in their learning and use to tailor children's learning if required.
- At times staff do not consistently support parents to share what they know about their child's abilities when they first start, to help support children's learning from the outset.

What the setting needs to do to improve further

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

- enhance the programme of professional development to help raise the quality of teaching to a consistently high level
- build on monitoring to track the progress of different groups of children, to quickly help spot any less obvious gaps in their learning and tailor teaching to help them catch up if needed
- strengthen partnerships with parents to support them to share more effectively what they know about their children's abilities when they first start, to help staff plan more precisely for children from the outset.

Inspection activities

- The inspector had a tour of the premises and observed the children taking part in activities and evaluated the impact on their learning.
- The inspector sampled a range of documents, including records of children's learning and staff suitability checks.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff at convenient times during the inspection.

Inspector

Claire Boparai

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management team and staff understand their responsibilities and demonstrate confidence in the procedures they must follow if they have concerns about a child's welfare. There are effective partnerships with local agencies and professionals to continue to share information and meet children's individual needs. The management team uses efficient systems for recruitment and induction, and to ensure the ongoing suitability of staff. This helps to make sure that children are supervised appropriately and cared for by suitable adults. Children are well supervised and kept safe through the use of effective policies, procedures and risk assessments. Staff attend training opportunities, which help them implement positive changes to practice. For example, staff have used training to help them further support children's language skills.

Quality of teaching, learning and assessment is good

The management team and staff check the progress of individual children effectively. When they identify gaps in children's learning, staff provide extra support to help individual children to catch up. Children use their imagination well. For example, they enjoy making cakes in the sand and pretend to fill up their scooters with petrol. Staff provide a range of activities that children are eager and confident to explore. For example, children develop their small-muscle skills as they use scissors and persevere as they snip at different material. Staff deploy themselves effectively to support children's learning. Their positive interactions help children to enjoy and become actively involved in their learning. For example, children show curiosity as staff put scooters together and ask children for their ideas.

Personal development, behaviour and welfare are good

Children are emotionally secure and develop good attachments with their key person. Staff act as positive role models and praise children regularly, helping to build their self-esteem and confidence. Children's care needs are met well and overall staff work with parents well. For example, they gather important information from parents about children's interests and ongoing individual care needs. Staff are aware of the importance of outdoor experiences and children have fun navigating around on scooters persevering as they try to get their scooters up the slope. This helps to support children's physical development.

Outcomes for children are good

Children gain the skills they require for their eventual move to school. All children, including those who have special educational needs, thoroughly enjoy learning. Young children learn to handle tools with care. Children share resources fairly and take turns. They learn to climb apparatus safely and enjoy making choices in their play.

Setting details

Unique reference number	EY538912
Local authority	Buckinghamshire
Inspection number	10077088
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	46
Number of children on roll	35
Name of registered person	St Mary's Pre-School (Chesham) Committee
Registered person unique reference number	RP907441
Date of previous inspection	Not applicable
Telephone number	07812 904952

The provider has been established since 1968 and re-registered in 2016. The pre-school is located in Chesham, Buckinghamshire. The pre-school is open 9.30am until 1.30pm five days a week, term time only. The pre school is in receipt of funding for the provision of free early education to children aged three and four years, and to certain two year olds. The nursery employs 9 members of staff. Of these, 7 staff hold appropriate early years qualifications.

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