

St Margarets Pre School

St Margarets Centre, Kenwin Close, Stratton St Margaret, Swindon, Wiltshire SN3 4NY



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| Inspection date | 19 November 2018 |
| Previous inspection date | 6 July 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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

- The manager effectively monitors the quality of the provision. She encourages staff to reflect on their own and each other's work. They are confident to challenge the way they do things and bring new ideas, so the pre-school continually improves.
- Children thoroughly enjoy their time at this friendly pre-school. Staff know the children well and help them build secure relationships, so they settle quickly, grow in confidence and become very independent.
- Children make good progress. Staff encourage their learning by providing a very good range of activities and equipment that supports all areas of their development effectively.
- Staff accurately assess children's development. Staff make effective use of what they know about each child to plan for what the children need to learn next.
- Staff plan interesting activities to help children gain a good understanding of how to manage small risks, and how keep healthy through exercise and eating healthily, such as growing vegetables and making soup.
- Staff work very closely with parents so that they know how well their child is doing. They successfully help parents to understand how they can support their child's learning at home and lend resources to share with their child at home.

It is not yet outstanding because:

- Staff sometimes miss opportunities when children are initiating their own play, to support and enhance their learning fully.
- Some large-group activities do not always meet the learning needs of all the children taking part, including those learning English as an additional language. For example, staff sometimes read stories where the language is too complex for some children to understand.

What the setting needs to do to improve further

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

- support staff in continuing to develop their skills, so they make the most of spontaneous teaching and learning opportunities, particularly during play that children initiate themselves
- review group activities to ensure they are appropriately engaging and challenging for all the children who take part, including those who are learning English as an additional language.

Inspection activities

- The inspector observed staff interacting with children during activities inside and in the outside play area. She spoke with staff and children at appropriate times.
- The inspector held discussions with members of the management team, including how they evaluate the quality of the provision.
- The inspector undertook a joint observation of an activity with the manager. They discussed how she supervises the quality of teaching.
- The inspector sampled documents used by the pre-school, including evidence of staff suitability, children's online records, policies and procedures.
- The inspector spoke with, and read comments from, several parents and took account of their views.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff complete training, the leaders at an advanced level, to ensure that everyone has a secure understanding of what to do if they have concerns for a child's welfare. Leaders assess risks effectively and adapt practice to keep children safe, such as making drop off and collection times less busy. The manager observes staff teaching and offers training and support to help develop their skills. For example, some staff have attended training, which has helped them to support children's mathematical development more effectively. The manager works in close partnership with other professionals to ensure that children receive the support they need.

Quality of teaching, learning and assessment is good

Staff provide stimulating learning environments, indoors and outdoors that motivate children to join in. Staff promote children's communication and language skills well overall. They listen to children with full attention and introduce new words. Staff encourage children to become confident and fluent communicators. Staff interact effectively with children, especially during adult-led activities. They teach children skills, such holding a pencil correctly and have interesting conversations that encourage children to think creatively. Staff help children to gain a good understanding of shapes and numbers during planned activities that capture children's interest, such as driving model cars around different road shapes. Children play imaginatively with the wide choice of resources. They act out familiar scenarios, such as going shopping or dressing as super heroes to 'save the world'. Children have fun and enjoy the warm interactions they have with staff as they learn.

Personal development, behaviour and welfare are good

Staff place an emphasis on helping children develop good social skills. They always praise kind actions and children learn to play together harmoniously and behave well. Children are friendly and caring, and learn how to make friends. The supportive staff encourage children's independence and help them to develop a growing determination to try new things and enjoy the experience of completing tasks successfully. Children persevere and take delight in their achievements. For example, children are absolutely determined to ride a bicycle up a slope. Despite getting puffed out and falling off, they get straight back on for another go. Children learn to take responsibility, such as washing and drying their plates and cups. Children are involved in many community activities and learn about the wider world, for example, they take part in charity events with staff.

Outcomes for children are good

All children make good progress in relation to their starting points. They are confident, capable and independent. Older children listen carefully to instructions and concentrate for long periods on chosen activities. They play harmoniously with others and behave well. They enjoy sharing books. Children make marks using a variety of tools. Older children learn to hold a pencil correctly and many are keen to have a go at writing their name. Children count well and begin to add and subtract. They are well prepared for starting school.

Setting details

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| Unique reference number | 109088 |
| Local authority | Swindon |
| Inspection number | 10066365 |
| Type of provision | Full day care |
| Registers | Early Years Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 2 - 4 |
| Total number of places | 26 |
| Number of children on roll | 40 |
| Name of registered person | St Margarets Pre-school Committee |
| Registered person unique reference number | RP522140 |
| Date of previous inspection | 6 July 2015 |
| Telephone number | 07816 547752 |

St Margaret's Pre-school registered in 1988. It is managed by a committee of volunteers. It operates from St Margaret's community centre in Stratton St Margaret, in Swindon, Wiltshire. Sessions are from 8.45am until 2.45pm on Monday to Thursday, and from 8.45am until 11.45am on Friday, during term time only. Five members of staff work with the children. The manager holds a childcare qualification at level 5 and a management qualification at level 3, two staff hold relevant childcare qualifications at level 3, one at level 2 and one member of staff who is working towards a qualification. The pre-school receives funding to provide free early education for children aged two, three and four years.

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