

# St Paul's Pre School

St. Pauls Pre School, St. Pauls Road, STOCKPORT, Cheshire SK4 4RY



<b>Inspection date</b>	21 November 2018
Previous inspection date	9 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- The manager and staff are enthusiastic and work hard to ensure children have enjoyable learning experiences. The manager seeks the views of staff, parents and children to make positive changes in the pre-school.
- Parents praise staff for their friendliness and for providing high-quality care and learning. They comment that their children have gained self-confidence and independence as a result of close support from staff.
- Staff provide a welcoming and inclusive learning environment. Children are happy, settled and develop a good sense of belonging and respect for others. For example, children know where to put their coats when they arrive, and they select their name cards from their individual trays for registration.
- Partnership with parents is strong and securely established. Staff engage parents in their child's learning successfully and share ideas to support their learning at home. There is a regular exchange of detailed information to promote children's care and learning.
- The quality of teaching is consistently good. Staff use accurate observations and assessments of children's progress to plan their next steps in learning. As a result, children make continued progress.
- Occasionally, staff focus on planned activities and do not extend children's interests to provide deeper learning experiences and higher levels of challenge.
- Staff have not fully established links with other early years settings that children attend, to complement children's learning and development.

## What the setting needs to do to improve further

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

- extend children's interests and provide higher levels of challenge in their learning
- strengthen links with other settings that children attend, to enhance the care and continuity of learning for children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She also spoke with staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to some parents and took account of their views, including written feedback.

#### Inspector

Farzana Iqbal

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of child protection issues. Furthermore, the manager ensures staff review their safeguarding knowledge at regular team meetings. Staff know the correct reporting procedures to follow if they have concerns regarding a child's welfare. The manager checks staff are suitable to care for children. Staff carry out secure risk assessments to provide children with a safe and secure environment. The manager monitors the quality of the pre-school effectively. Staff receive good support from the manager and access training to improve their knowledge and skills. For example, recent training and plans are in place to increase children's physical development and communication skills. There is a culture of sharing good practice within the team.

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

Staff teach children about the world around them. For instance, children learn about the seasons and the weather. Furthermore, they compare warm and cold water and how freezing water makes ice. Staff promote mathematical concepts well. For example, children count everyday items and compare the different size of objects. Staff value children's home languages. For example, they learn key phrases from children's home languages and repeat words in English to help their understanding. Staff support children's communication skills effectively. For example, they use picture cards, sing songs and engage children in discussions to help support their speaking and listening skills. Children enjoy playing outdoors and show high levels of excitement. For example, they pretend to make dinner and decorate their 'chocolate' mud cakes with pine cones and pebbles.

### Personal development, behaviour and welfare are good

Staff skilfully support and encourage children's independence and confidence to follow the daily routines and activities with ease. For instance, the use of sensory aids and visual timetables help children know what to expect next. Staff are good role models for children and teach them to be kind, share and take turns. They provide consistent messages to encourage children's good behaviour and social skills. Children develop positive friendships and play cooperatively. Staff teach children about healthy lifestyles. For example, they learn the importance of personal hygiene, and how milk is good for their bones.

### Outcomes for children are good

Overall, children make good progress and gain important skills to prepare them for school. Any gaps in their achievement are closing over time. Children start to recognise letters and words, such as their names. They display good levels of curiosity and motivation. They insist on trying to do things for themselves. For example, they learn to serve themselves at snack time, fasten their coats and tidy away resources in their correct places after playing. This helps children develop a can-do attitude and have the confidence to ask for help if needed. Children gain important skills to prepare them for school.

## Setting details

<b>Unique reference number</b>	EY437348
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10066088
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Davitt, Heather Avril
<b>Registered person unique reference number</b>	RP515909
<b>Date of previous inspection</b>	9 November 2015
<b>Telephone number</b>	07748912302

St Paul's Pre School re-registered in 2011 and is located in Stockport, Cheshire. The pre-school opens between 8.30am and 3pm on Monday to Thursday, and between 8.30am and 12.30pm on Friday, during term time only. There are seven staff employed to work with children. Of these, two hold appropriate early years qualifications at level 3, one holds a qualification at level 4 and one member of staff holds early years teacher status. The manager holds a qualification in early years at level 5. The pre-school provides funded early education for two-, three- and four-year-old children.

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