

# St John's Pre-School Nursery

Delamere Street, Winsford CW7 2LY



<b>Inspection date</b>	14 December 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 dedicated managers work extremely hard to continuously develop the pre-school. They seek the views of others, including parents, children and local authority advisers. From this, managers develop action plans and act on changes swiftly.
- Staff are well qualified and experienced. They understand how children learn, such as through play. They are knowledgeable about the children in their care and show a good understanding of their different needs.
- The key-person system is effective. Staff work closely with parents from the start. Parents spoken to during the inspection speak highly of the pre-school and the staff. They describe how their children are settled, happy and well supported.
- The learning environments, indoors and outdoors, are a key strength of the pre-school. They are extremely well-organised and carefully planned to help capture children's curiosity and interest. Children benefit from the wide range of good-quality resources.
- Staff make accurate observations and assessments of children learning. Children participate in challenging activities and, overall, make good progress in their learning.
- The newly introduced planning system is not yet fully embedded to enable staff to plan even more precisely to help children to make the best possible progress.
- Although partnerships with parents are good, there are further opportunities to create more innovative ways to promote children's learning at home.

## What the setting needs to do to improve further

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

- continue to embed and develop the new system to enable staff to tailor planning even more precisely and help all children to make the best progress possible
- create more innovative ways that help to engage and support parents in their child's learning, particularly at home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

#### Inspector

Lauren Blythe

## Inspection findings

### Effectiveness of leadership and management is good

The ambitious managers are committed and lead a hard working staff team. The managers use a variety of systems to ensure the quality of teaching is maintained to a good or better standard. For example, staff access ongoing supervisory sessions and are regularly observed by the managers. There are good systems in place to track the progress made by the children. This enables staff to identify any emerging gaps in children's learning and to take swift action in support of their progress. Children benefit from a high adult-to-child ratio. Staff work closely with other agencies to support individual children's progress. Safeguarding is effective. Staff have a good knowledge of safeguarding procedures. They attend mandatory and enhanced training to keep their knowledge up to date. Staff are confident in identifying concerns and are aware of the relevant procedures to follow to ensure children stay safe.

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

Teaching is good and at times is of a very high quality. Staff use a range of teaching skills to help children to learn. For example, their interactions are good and they skilfully use effective questioning and demonstrations during play. Staff regularly engage children in conversation, following their interests and building on what they know and can do. Children are listened to and supported well. Older children are challenged during story and rhyme sessions to predict what may happen next. Children listen attentively, rhyme along and copy actions as staff read books with animation. Children use their imagination as they make noises and actions that represent different jungle animals. This helps promote children's imagination, literacy and communication skills well.

### Personal development, behaviour and welfare are good

Staff are positive role models for children. Staff encourage polite behaviour and teach young children valuable social skills, such as how to take turns in games. Children learn to take pride in their work. Staff celebrate children's achievements and regularly offer praise. This helps to promote children's confidence and self-esteem. Mealtimes are sociable occasions and offer children opportunities to develop their independence and make healthy food choices. For example, during the snack time routine, children select and serve from a range of fruits. Children's physical skills are supported well. For instance, they benefit from weekly physical-activity sessions. Older children follow simple instructions and use their large muscles to move in different ways. They kick balls and run between cones.

### Outcomes for children are good

Children make good progress from their starting points. They develop good early mathematical skills. Children aged two say number names as they build towers with small blocks. Older children identify shapes within their environment. They name the shapes of their sliced sandwiches at dinnertimes, such as circle, triangle and square. Children visit the local primary school. Occasionally, they take part in events, such as a sports activity day. This helps support children's familiarity and self-confidence in preparation for the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY501706
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10086624
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	36
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	St John's Pre-School Nursery Limited
<b>Registered person unique reference number</b>	RP906018
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07391 586831

St John's Pre-School Nursery was registered in 2016. The pre-school employs 11 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, one has early years professional status and one has qualified teacher status. The nursery opens from Monday to Friday during term time only. Sessions are from 8.15am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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