

# Upton St Mary's Pre-School Playgroup.

The Church Halls, Church Road, Upton, Wirral CH49 6JZ



<b>Inspection date</b>	5 March 2019
Previous inspection date	8 March 2016

<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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff develop strong relationships with parents. Parents speak extremely positively about staff and state that children enjoy attending. Parents are kept fully informed of their children's progress. They comment on the excellent guidance they receive on supporting their children's learning and development at home. For instance, they describe borrowing books to help children to manage their feelings and resources to develop their mathematical skills.
- Staff give consistently high priority to children's well-being. Parents describe staff's pastoral care as second to none. Staff tailor settling-in arrangements to parents' and children's individual needs. This helps staff to get to know children well. As a result, children form strong bonds with staff and feel secure.
- The dedicated manager and her supportive staff are passionate about the pre-school and evaluate the provision in detail. They seek the views of parents and others to support them with this process. This helps them to make decisions on enhancing the provision further. For example, they plan to develop the outdoor area to provide even more opportunities for children to investigate.
- Children are exceptionally well behaved and kind to each other. This is illustrated when they are willing get off bicycles to enable their friends to have a turn. They listen politely as their friends talk during group discussions.
- Staff regularly monitor children's learning and development. They quickly identify children who require additional support. They work effectively with health professionals to implement well-coordinated strategies. This helps children to catch up and make good progress.
- Staff occasionally do not give children enough time to respond to questions or develop their ideas.
- Staff do not consistently gather information from other settings that children attend in order to support their learning as effectively as possible.

## What the setting needs to do to improve further

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

- provide sufficient time for children to develop their own ideas and build on their language skills
- strengthen systems for gathering information from other early years settings that children attend.

### Inspection activities

- The inspector observed the quality of teaching. She evaluated an activity with the manager and discussed the impact on children's learning.
- The inspector interacted with children and staff at various points during the inspection.
- The inspector examined a sample of relevant documents and evidence of suitability of staff.
- The inspector discussed children's learning and progress with key persons, including children's next steps and interests.
- The inspector had a tour of the pre-school. She looked at the range of resources available for children's use.
- The inspector spoke to parents and looked at written testimonies. She took their views into account.

### Inspector

Sue Smith

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are confident in identifying potential signs of abuse and the procedures to follow if they have concerns. They regularly refresh their knowledge, so that it remains up to date. Staff use robust policies and procedures to ensure that children are safe. Staff receive good support through regular supervisory meetings and training. They have opportunities to build on their existing skills and enhance the already good teaching practice. For example, staff have used training on emotions to support children to explore and acknowledge their feelings.

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

Experienced staff provide a range of well-planned, stimulating activities to help promote children's learning in all areas. For example, children discuss colour and count as they explore pom-poms. Staff skilfully use props to enhance stories. For example, children use magnifying glasses to look for pictures of animals. Older children join in familiar refrains and begin to explore letters and the sounds they represent. They excitedly go on 'phonic' hunts and take photographs of the objects they find. Children gain an understanding of simple subtractions as they enjoy joining in with number rhymes. Staff make good use of their outdoor space to stimulate children's interest in nature. For instance they grow vegetables and eagerly look for bugs. They show curiosity when they find a worm and use words such as 'wriggly' and 'long' to describe it. Children relish the challenge of walking along the balancing beam and climbing.

### Personal development, behaviour and welfare are outstanding

Children demonstrate high levels of independence. They prepare their own snack and persevere at putting on their own coats and shoes. Staff provide extensive opportunities for children to learn about families and communities beyond their own. For instance, children visit residential care homes and enjoy using money to buy food from local shops. Children's learning experiences are enhanced by visitors to the pre-school. For example, parents talk to them about how they celebrate significant events in their culture, such as Chinese New Year. Firefighters help children to begin to learn how to keep themselves safe. Children talk confidently about washing germs down the drain as they wash their hands before handling food. They quickly clear up spillages, telling staff it is to prevent children slipping.

### Outcomes for children are good

Children are well prepared for their next stage of learning. They are confident, inquisitive learners. For example, they initiate their own play as they pretend to repair bicycles and discuss which tools they will need. They practise writing their names and proudly show visitors their finished work. Children begin to negotiate and solve problems. For instance, they ask their friends to hold the end of the tape measure to enable them to measure a long bench.

## Setting details

<b>Unique reference number</b>	306495
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10066951
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Upton St. Mary's Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP904651
<b>Date of previous inspection</b>	8 March 2016
<b>Telephone number</b>	0151 677 1186 ext. 1036

Upton St Mary's Pre-School Playgroup registered in 1970 and is located in Wirral. The pre-school employs five members of staff. Of these, all hold a childcare qualification at level 3 or above. The pre-school opens Monday, Tuesday, Wednesday and Friday from 9.15am to 12.15pm, during term time only. It offers funded educational places for two-, three- and four-year-old children.

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