

# St Marys Pre-School

St Johns Hall, St Johns Way, Corringham, Essex SS17 7LJ



## Inspection date

8 July 2019

## Previous inspection date

20 October 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

- Children arrive happy and keen to start their day. Staff plan and provide a variety of exciting resources, activities and experiences for children, based on their interests and abilities. Children enjoy the activities, such as water play and the very popular mud kitchen in the outdoor play area, and join in enthusiastically.
- Staff support children's communication and language skills well. They talk to children and encourage them in conversation, helping them to become confident talkers. They teach them new songs and ask questions to encourage children's listening, attention and speaking skills.
- Staff provide good opportunities for children to develop their early reading skills. Children learn about the different sounds that letters make, and confidently blend them together to make simple words.
- Children enjoy learning about the natural world through activities which help them understand about growth and change. For example, they look at leaves using magnifying glasses. They explore the different leaf shapes and discuss how they feel. They use words such as 'smooth' and 'rough' to describe them.
- The pre-school is well established within the community. Some staff have worked at the pre-school for several years. This helps to provide stability for parents and children. Parents say they are very happy with the care and education their children receive.
- The manager does not make the best possible use of supervision meetings to monitor and evaluate staff's practice, and to focus on raising the overall quality of teaching to the highest level.
- Although staff complete required training, there are no focused plans in place to enhance their professional development even further.

## What the setting needs to do to improve further

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

- build on the current arrangements for staff supervision that monitor and evaluate staff's practice and raise the overall quality of teaching even higher
- develop more specific plans to enhance staff's professional development and drive the quality of provision to the highest level.

### 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 pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

**Inspector**  
Jacqui Oliver

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff have a good understanding of their roles and responsibilities in keeping children safe. They have completed relevant training and know what action to take if they have concerns about a child's welfare. Staff complete daily risk assessments to promote children's safety, and ensure they play in areas that are safe, both indoors and outdoors. Robust recruitment and induction procedures are implemented and help to ensure that staff are suitable. The manager and staff monitor children's progress to help them to quickly identify and address any possible gaps in their development. Self-evaluation is used to identify priorities for improvement for the benefit of children and families attending. Staff have established good partnerships with local teachers, which helps to support children as they prepare for their move on to school.

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

The pre-school is set out with a range of resources and clearly defined learning areas. This helps children to lead their own learning. Staff interact positively and enthusiastically with children, which encourages them to enjoy learning. For example, staff encourage children to enjoy using different media, such as crayons, paint, foam and dough, to develop their mark-making skills. Staff know the children well. They talk confidently about children's interests and where they are in their learning. They differentiate the activities, depending on the age and stage of development of the children. Children's early mathematical skills are promoted well during daily activities and routines. They learn about number, shape and size through activities such as singing their favourite songs and rhymes.

### Personal development, behaviour and welfare are good

Children and their families are warmly welcomed by the managers and staff. Staff are positive role models and encourage clear rules and boundaries to help manage children's behaviour. Children know what to expect during sessions and they behave very well. Staff speak to children in a calm and respectful manner and give lots of praise for their achievements. They ensure children follow good hygiene routines and eat healthy snacks. Children spend time outdoors each day and confidently use a variety of different resources and equipment. They thoroughly enjoy their music and movement sessions. Children learn about keeping themselves safe. For example, as they pretend to make dinner in the role-play area, they warn staff not to eat it straight away as it is hot.

### Outcomes for children are good

All children, including those for whom the setting receives additional funding, make good progress from their starting points. They have fun and enjoy playing together. They learn to share and take turns and to be kind to each other. Children make choices about what they want to do and effectively manage their own care needs. Staff use daily routines to encourage younger children to recognise their name. Older children are encouraged to write their names and other simple words. They are proud of their efforts and eagerly show staff what they have done. Children develop key skills in readiness for school and their future learning.

## Setting details

<b>Unique reference number</b>	EY290992
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	10072134
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Sloman, Jacqueline
<b>Registered person unique reference number</b>	RP905630
<b>Date of previous inspection</b>	20 October 2015
<b>Telephone number</b>	07800923224

St Marys Pre-School registered in 2004. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, term time only. Monday, Tuesday, Thursday and Friday sessions are from 8.30am until 2.30pm, Wednesday sessions are from 8.30am until 11.30am. The nursery provides funded early education for two-, three- and four-year-old children.

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