

Inspection of St Mary's Preschool

Cherry Tree Primary School, Hardy Road, Lymm WA13 0NX

Inspection date: 11 December 2019

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

A very strong sense of community is evident in this setting. Children thoroughly enjoy attending this warm and welcoming pre-school, where they are highly valued as individuals. Children form a strong bond and attachment with the staff and arrive with eagerness and enthusiasm. They show a strong sense of belonging and explore the environment with confidence, curiosity and excitement. Children concentrate on their chosen tasks and are highly motivated to learn.

Staff have high expectations of children. They successfully use information gathered from observations and assessments to plan activities that reflect children's individual interests and what they need to learn next. Resources are vibrant, plentiful and cover all areas of learning. They are easily accessed and organised to promote children's independence and develop active learning.

The management committee does not fully understand the legal requirements of its role. It has not ensured that all committee members have fulfilled the procedures for suitability checks as required by Ofsted. However, all committee members complete Disclosure and Barring Service checks and do not have unsupervised or direct contact with children.

What does the early years setting do well and what does it need to do better?

- The provider has not ensured that all new committee members have been fully checked by Ofsted. This is a breach in the legal safeguarding requirements and has an impact on children's well-being. However, these committee members do not work directly with the children attending the pre-school and, therefore, the risk to children is minimal.
- Staff provide good narratives during play. However, sometimes they do not use skilful questioning techniques and occasionally ask questions in quick succession, not giving children sufficient time to think, respond and share their ideas.
- The manager and chair of the committee provide staff with continuous support and guidance. The team benefits from purposeful supervision meetings and regular staff discussions where professional reflection is encouraged. However, the professional development of the staff is not robustly focused on raising the quality of teaching to an even higher level.
- Good attention is given to supporting children's emerging literacy skills. Young children are encouraged to make marks for a purpose, and older children begin to recognise letter sounds from their name. Children thoroughly enjoy listening to stories. They regularly visit the library and are often visited in the pre-school by the local librarian, who reads their favourite stories. Children are encouraged to talk about what they see in the pictures and predict what they think might happen next.

- Staff successfully support children's emerging understanding of number. Children are encouraged to count, recognise written numerals and solve simple calculations. During circle time, staff ask children what number comes after five and encourage them to count using their fingers to help them find the answer. Further challenge is offered as children calculate what number comes before four. Children immediately make links in their learning, looking at number cards and using their fingers to count aloud.
- Children's behaviour is very good. They follow instructions given by staff who offer clear, gentle and consistent reminders. This helps children to understand right from wrong and develop an understanding of what is expected of them. Children play collaboratively as they construct a bridge for their toy cars. They listen to one another's suggestions, take turns and share the bricks available.
- Children enjoy being physically active. They have regular access to the well-resourced outdoor area where they engage in energetic play. Children follow stringent hygiene procedures and understand that they need to use soap when they wash their hands to remove germs. Staff talk to children about the food that they eat and ensure that children choose healthy options to eat first from their lunch boxes. These opportunities help to support children to lead a healthy lifestyle.

Safeguarding

The arrangements for safeguarding are effective.

Staff fully understand their role and responsibility in protecting children from harm. They have attended mandatory training to support this area of their practice. They are able to identify the possible signs and symptoms that may indicate that a child is at risk of harm, and they understand the referral procedures they should follow. All staff who work directly with children have the appropriate checks required, and visitors are fully supervised at all times. Staff ensure that children are able to play in a safe and secure environment by completing detailed risk assessments and ongoing checks throughout the day.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure Ofsted is provided with the necessary information to enable all suitability checks to be completed when new members of the committee are appointed.	28/12/2019

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

- support staff to develop their teaching skills so that they consistently use skilful questioning techniques
- build on arrangements for the continuous professional development of staff to enhance the standard of teaching even further.

Setting details

Unique reference number	EY552009
Local authority	Warrington
Inspection number	10130830
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	13
Name of registered person	St Mary's Playgroup (Lymm) Committee
Registered person unique reference number	RP905018
Telephone number	07947 692003
Date of previous inspection	Not applicable

Information about this early years setting

St Mary's Preschool registered in 2017. It is situated in Lymm, within the grounds of Cherry Tree Primary School. The pre-school employs seven staff. Of these, six hold appropriate early years qualifications at level 3 or above, including three who hold qualified teacher status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-olds.

Information about this inspection

Inspector

Karen Cox

Inspection activities

- The inspector looked at relevant documentation, including training logs and evidence of the suitability of staff working in the pre-school.
- A joint observation of teaching was conducted with the pre-school manager.
- The inspector viewed all areas of the pre-school to understand how the early years provision and the curriculum are organised.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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