

# Inspection of St Marys Pre-School

St. Marys Pre-School, Park Street, WORKSOP, Nottinghamshire S80 1HH

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Inspection date: 13 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are kind and caring towards their friends. Older children help their younger peers, for example, to pull up their sleeves before they play in water. Children give staff good eye contact when they talk to them and show positive relationships with staff. They are happy and demonstrate that they feel safe and are emotionally secure. Children know the routine of the day. For example, when staff turn off the lights and ask children what comes next, children say, 'It is tidy-up time'. Children behave well.

Children have access to a good range of toys and resources indoors and outdoors. They have unique opportunities to wear wellington boots and to run through and to splash in puddles outside. Children have fun and squeal with excitement. Staff have high expectations of children's learning. They have a good knowledge of children's abilities and how to support them. Staff are skilled in following children's interests. For example, when children find seeds in their orange at lunchtime, staff provide them with opportunities to plant these in soil. Children say that they are going to grow into 'an apple tree' or 'an orange tree'.

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

- Staff help children to get the best start in early education. They use the curriculum to plan experiences for children to help develop their understanding of the local community. For example, they take them to visit the fire station, library and church.
- Staff find out about children's prior learning when they first start. They use this, along with their own observations, to plan for children's learning. Staff provide children with opportunities to develop their speaking skills. For example, they invite them to sing nursery rhymes. Furthermore, staff repeat words that children say. This contributes to their understanding of the correct pronunciation of words. Children are engaged and demonstrate a positive attitude to learning.
- Staff support children with special educational needs and/or disabilities well. They work in partnership with other professionals and ensure that children receive an appropriate level of support for their individual needs.
- Staff have high expectations of children's learning, overall. They plan group times to help children develop their listening and attention skills. Staff give children choices in their play. For example, they ask them to vote for which book they would like to hear read to them. Staff ask children to count and compare the number of votes for each book. This helps children to develop their mathematical skills.
- Children show their understanding of how to use technology. For example, when they use pretend telephones, children speak to staff and ask them, 'Do you want a pizza'. However, staff do not always provide older children with opportunities

to learn about the potential risks when they use technology in the pre-school and at home.

- Occasionally, staff do not encourage children to think deeply about what they are doing and try to solve problems they encounter for themselves.
- The manager and staff reflect on the overall effectiveness of the pre-school. They gather feedback from parents and children and use this to identify improvements. Recent changes to outdoors provides children with further opportunities to develop their imaginative play.
- Staff share information with parents about children's achievements. Parents comment positively about their children's experiences. They say that they like the small setting and that it 'feels like a family'.
- Staff encourage children to be independent. For example, children climb a step to reach the sink to wash their hands. Staff ask children to peel their own fruit at snack time and to pour their own drinks.
- Children demonstrate pride in their achievements and value the praise they receive from staff. For example, after younger children use the potty, staff give them a 'wow' moment slip of paper. Children are keen to share this with other staff and to talk about what they have done.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of the signs of abuse and where to report any concerns they have regarding children's safety or welfare. Furthermore, they are familiar with the indicators of children being at risk of extreme views and wider aspects of child protection. Staff gather information about who can collect children. Passwords are used for people that staff do not know, so that children do not leave their care with a person unknown to their parents. This contributes to children's safety.

## What does the setting need to do to improve?

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

- strengthen opportunities for children to develop their understanding of potential risks when they use technology to access the internet
- focus the quality of education more precisely on helping older children to deepen their thinking skills and to solve problems for themselves.

## Setting details

<b>Unique reference number</b>	253100
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10072672
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	St Marys Pre-School (Worksop) Committee
<b>Registered person unique reference number</b>	RP522697
<b>Telephone number</b>	01909542862
<b>Date of previous inspection</b>	24 May 2016

## Information about this early years setting

St Marys Pre-school registered in 1976 and is situated in Worksop. The pre-school employs eight members of childcare staff. All hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- The inspector had a tour of all areas of the pre-school.
- 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 carried out a joint observation with the pre-school manager.
- A meeting was held between the inspector and the pre-school manager. The inspector reviewed a sample of documents. This included evidence about staff suitability and training.
- The inspector spoke to several parents during the inspection and took account of their views.

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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