

Inspection of St Mary's Pre-School

St Mary's Hall, Church Street, PRINCES RISBOROUGH, Buckinghamshire HP27 9AN

Inspection date: 16 March 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and well-behaved learners. They demonstrate a secure understanding of how to interact with their friends. For example, during imaginary play, children prepare and sell 'tea' and 'coffee'. They call out, in character, when it is for sale and they are delighted when they sell it to their customers. Children show kind behaviour towards others, such as when they share magnetic squares that they use to construct homes for their 'animals'.

Children demonstrate positive attitudes to their learning. They arrive enthusiastically at pre-school, ready to learn. This is illustrated as they follow instructions carefully when learning how to use scissors. Children hold scissors with good control and snip pieces of paper which they go on to use in their creative activities. Children enjoy playing games with their friends. For instance, they listen carefully and solve clues to guess which animal is hiding inside the box. Despite some inconsistencies in successfully promoting children's home languages in their play, overall, staff demonstrate high expectations for children's development.

Children benefit from clear policies and procedures, which help to keep them safe in the setting. This is illustrated by the manager's effective decision making and robust staff deployment arrangements. These help staff to monitor children's health and welfare effectively.

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

- The committee members have a secure understanding of their role in supporting the running of the pre-school. For example, they are actively involved in recruiting staff. They support the manager, identifying actions that they can take to improve her workload, and completing termly health and safety audits with her.
- Staff demonstrate a strong understanding of the next steps for children's learning. For instance, they organise the pre-school environment effectively to support the focus on promoting children's physical skills. Children enjoy music and movement activities in their 'wake-and-shake' activity at the start of their session. They benefit from well-organised opportunities to develop their balance. For example, children walk steadily along planks in an obstacle course. They step from one stepping stone to another with control. Staff show children effectively how to use tools and equipment, such as cutters, to make different play dough shapes. Children delight in using these in their creations. This helps to develop their small hand muscles well.
- Staff are positive role models. They promote children's use of good manners effectively. For example, during snack time, staff model how to say 'please' and 'thank you' to others. They engage in conversations with children about their

weekend, demonstrating how to interact with others well.

- On occasion, some staff do not recognise when good opportunities arise to build on children's spontaneous interests, such as exploring puddles, to extend their learning and enjoyment as fully as possible.
- Staff have a strong understanding of how to support children's good health. For instance, they create and implement precise plans to help them manage children's care needs. The manager deploys staff effectively to enable them to monitor children's health closely throughout the session. Staff complete training to enable them to administer specific medicines to children when needed. This helps to keep children safe.
- On occasion, the key-person system is less effective in helping to support children who speak English as an additional language. For example, staff are not swift enough to find out about the languages that children speak at home. This means that they do not have the information needed to promote their home language.
- The manager has a positive attitude to improving the pre-school. This is demonstrated when she plans purposeful and enjoyable professional development opportunities for her team. For example, staff complete training about storytelling. This is having a positive impact on supporting children to bring storylines into their play. The manager seeks opportunities to share ideas about good practice with others well. For instance, she organises opportunities for staff to visit other settings.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that robust policies and procedures are in place to keep children safe. For example, staff discuss any changes or concerns regarding children's welfare as part of their normal routines each day. Staff have a secure understanding of the signs and symptoms of different types of abuse which may indicate that children are at risk of harm. This includes the potential risks posed by radical and extreme views and behaviours. Staff have a good understanding of local multi-agency safeguarding arrangements and demonstrate a secure awareness of whistle-blowing procedures. They know who to contact in the event of concerns about children's welfare or staff practice.

What does the setting need to do to improve?

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

- strengthen partnerships with parents to help to promote children's home languages from the outset
- develop staff understanding of how to respond more effectively to children's own interests in their play.

Setting details

Unique reference number	EY371169
Local authority	Buckinghamshire
Inspection number	10128733
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	30
Number of children on roll	33
Name of registered person	St Mary's Pre-School (Princes Risborough) Committee
Registered person unique reference number	RP907250
Telephone number	07527 927813
Date of previous inspection	13 July 2015

Information about this early years setting

St Mary's Pre-School registered in 2008. It is located in Princes Risborough, Buckinghamshire. It is open five days a week during school term times. On Monday, Tuesday and Thursday the pre-school is open from 9.15am to 2.15pm. On Wednesday and Friday it is open from 9.15am to 1.15pm. There is a lunch club available every day after the core session, from 12.15pm to 1.15pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs six members of staff. Of these, five hold qualifications at level 3.

Information about this inspection

Inspector
Lisa Dailey

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of coronavirus by the pre-school.
- The inspector held a discussion with the manager about how the curriculum is planned and organised for children.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out an evaluation of teaching with the manager.
- The inspector talked to parents, staff, children and committee members 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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