

Inspection of St Johns Pre School

St. Johns Vicarage, Irlam Road, Urmston, Manchester, Lancashire M41 6AP

Inspection date: 30 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, well settled and feel safe in the setting. They enjoy a wide range of experiences and activities which support their learning to optimum effect. Children build extremely close relationships with staff and strong friendships with each other.

Children are confident, independent and enthusiastic learners. For example, they talk about the caterpillar building a cocoon and then turning into a butterfly. Children are totally engrossed in all that they do and demonstrate a positive attitude to learning. They behave well and know what is expected of them. Children take turns and share and are sensitive to the needs of others. For example, they line up until it is their turn to use balancing equipment and make space for other children to use it. Children learn about the importance of healthy eating and dental hygiene. They talk about not eating too much sugar because it is bad for their teeth.

Children thrive in this good-quality setting. They particularly enjoy playing in the garden, which is well equipped and organised to support all areas of learning. Children explore the 'wild garden' where they look for bees and butterflies. They explain that some flowers are dead because they have not had enough sunshine and rain, which helps them to grow. They develop a good understanding of the world around them.

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

- The managers and staff have a clear understanding of what they want children to learn. Staff plan appropriate activities that build on children's prior knowledge and help them to move on to the next stage in their learning. Children make consistently good progress in relation to their starting points.
- The setting special educational needs coordinator is highly skilled and experienced and a valuable asset to the setting. She works tirelessly to ensure that children with special educational needs and/or disabilities receive the appropriate intervention from external professionals. This helps to ensure that all children achieve their full potential.
- Children listen attentively to stories read by enthusiastic staff. Staff ask open-ended questions, such as 'How do you think the girl is feeling?' Children confidently contribute to discussions about the characters and relate events to their own experiences. They say, 'When my friends are upset, I give them a hug to make them feel better'. Children are confident communicators and develop a good understanding of their own emotions and the feelings of others.
- Staff implement a wide range of strategies to help to develop children's communication and language skills. They role model vocabulary, use sign

language and provide children with a running commentary to describe what they are doing. This contributes to the rapid progress children make in this area of learning. Staff deliver daily phonics sessions for older children. However, they do not make the best use of opportunities in self-chosen play to help younger children develop an awareness of linking sounds and letters.

- The managers use effective systems to manage the performance of staff. Supervision meetings are well documented and help to identify training needs and how staff can improve on their practice. Staff and managers have identified that training in the delivery of phonics is required to help to enhance children's literacy development.
- Overall, partnerships with parents are good. Throughout the COVID-19 (coronavirus) pandemic, staff continued to maintain contact with parents through telephone conversations and email messages. Staff provide parents with detailed information about children's progress and targets for their next steps in learning. Parents are well supported to help to enhance children's learning at home. This helps to promote consistency and continuity of learning.
- Staff work very closely with the school that children also attend and those that they eventually move on to. They share information about children's development and next steps in learning. Children develop good self-care skills in readiness for school. For example, they learn how to fasten buttons when they dress up in school uniforms.
- Children who require additional support are quickly identified by staff. They are able to join in with all activities, which are appropriately adapted to meet their individual needs. Staff have high expectations for all children.
- The managers create a culture of reflective practice within the setting. They value the contributions of staff and observe children's play to identify their thoughts and ideas. However, staff do not consistently seek the views of parents to help them to target further areas for improvement.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of what to do should they have a concern about the health or welfare of a child. They complete regular training to strengthen their knowledge of safeguarding issues. Staff are confident to follow the whistleblowing policy if they are concerned about the behaviour of a member of staff. The managers follow secure recruitment procedures and ensure essential background checks are completed to ensure staff are suitable to work with children. Induction is used effectively to support staff to understand their roles and responsibilities. Staff check the premises and outdoor area before children enter, to ensure they are safe and secure.

What does the setting need to do to improve?

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

- make more use of opportunities to reinforce younger children's understanding of linking letters and sounds, to support their early literacy awareness further, especially in self-chosen play
- seek the views of parents more regularly to add to the existing improvement plans, to help raise the quality of the setting even higher.

Setting details

Unique reference number	EY563509
Local authority	Trafford
Inspection number	10191360
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	2 to 4
Total number of places	24
Number of children on roll	35
Name of registered person	Canney, Emily Jayne
Registered person unique reference number	RP563508
Telephone number	07432088539
Date of previous inspection	Not applicable

Information about this early years setting

St Johns Pre School registered in 2018. The setting employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and two hold childcare qualifications at level 4. The remainder of staff hold childcare qualifications at level 2 and above. The setting opens term time only. Sessions are from 9am to 3pm on Monday, Tuesday, Wednesday and Friday. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Kelly

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The managers took the inspector on a learning walk to explain how the early years provision and curriculum are organised.
- The inspector observed the quality of education, both indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation of a planned focused activity was completed by the inspector and the managers.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the managers and looked at relevant documentation. She also checked evidence of the suitability of all staff working in the setting.
- A parent spoke to the inspector on the day of the inspection and the inspector took account of her views. The inspector also took account of parents' views from the written statements they provided.

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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