

Inspection of St. Marks Pre-School

Somerset Road, SALISBURY SP1 3BL

Inspection date: 10 March 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy when they arrive and are eager to go into pre-school to play. Children have access to a wide variety of resources and staff provide interesting activities that spark children's interests. Children eagerly dig for 'dinosaur bones' together and make roads in the sand pit. Older children demonstrate good focus and concentration as they paint pictures of the flowers that staff display. Children are kind and considerate; they listen and follow rules well. For instance, children sit nicely and remain calm as they handle the ducklings and talk about how to care for them.

Children talk about sharing with their friends as they recall that 'sharing is caring'. They confidently choose from the toys independently and involve their friends in their games. Children have good, secure relationships with the staff who care for them. They confidently talk about their interests and ask questions to help with their understanding. For instance, staff show children how dentists use mirrors to look at their teeth, after children show interest in what a dentist is. Overall, children behave well. Staff support children to learn about their feelings and to express themselves appropriately.

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

- The manager and committee provide staff with good support to ensure that they can carry out their roles and responsibilities effectively. Staff report that they have regular team meetings, supervisions and training to help them to provide children with the support that they need. The team are ambitious and keen to improve. They have recently developed the garden to provide children with resources and equipment to develop their physical skills. Children confidently use the bicycles to ride around obstacles and enjoy climbing and balancing on the equipment.
- The manager and staff provide an ambitious curriculum that is implemented well throughout the pre-school. Staff have a clear vision of what they want children to learn and they provide support so that all children can make progress in their learning. However, at times, staff do not ensure that some of the more capable children are offered more challenge to make even better progress in their learning.
- Staff use their knowledge of children and their development well. They identify children that need extra support and provide them with an adapted curriculum to close the gaps in their development. Staff work closely with other professionals to ensure that children who have special educational needs and/or disabilities receive the support that they need.
- Key-person systems are strong and well established. Staff know the children well and they work closely with children's parents to support children's individual

needs. Parents speak highly of the pre-school; they report that their children are happy and that staff fully involve them in their children's learning. Parents report that they particularly enjoy seeing photos of what their children have been doing at pre-school. Parents are invited into the pre-school to share their skills with the children and to offer support for more complex activities, such as woodwork sessions and gardening activities.

- Staff are skilled at supporting children's communication and language skills. They use good methods to encourage children to think and to use new words to extend their vocabulary. Staff provide additional support for children who speak English as an additional language. For instance, they learn words in children's home languages to help them to communicate their needs. However, at times, some of the more quiet, less confident children struggle to be involved in group activities due to the more confident children speaking out.
- Staff support children to have a positive approach to learning. They demonstrate confidence and independence as they explore and play with their peers. Younger children develop a love of stories; they happily share books with their friends as they use the pictures to tell the story. Older children confidently use books to find out information.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to keep children safe. They support children to learn about risks and to keep themselves safe as they play. For instance, children know that they must wear helmets if they want to ride the bicycles and staff work with children and parents to promote online safety. Staff have a good understanding of the signs of possible abuse or neglect and they know the procedures that they should follow if they have concerns about a child's welfare. The manager conducts thorough recruitment checks of any new staff to ensure that they are suitable to work with children. All staff receive thorough inductions and training so that they understand their role.

What does the setting need to do to improve?

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

- continue to develop planning to ensure that all children are challenged in their learning, so that they achieve to the highest level
- strengthen the organisation of group activities so that all children, including those who are more quiet and less confident, can be more involved.

Setting details

Unique reference number	EY457663
Local authority	Wiltshire
Inspection number	10214355
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	63
Name of registered person	St Marks Pre-School Committee
Registered person unique reference number	RP906810
Telephone number	01722 330382
Date of previous inspection	6 December 2016

Information about this early years setting

St. Marks Pre-School opened in 1970 and re-registered in new premises in 2013. The pre-school is based in the grounds of Wyndham Park Infant School and St. Marks Junior School in Salisbury, Wiltshire. The pre-school opens Monday to Friday, from 9am to 3pm. There are currently 18 staff employed to work with the children. Of these, one is a qualified teacher, two have level 6 qualifications, two are qualified at level 5 and seven are qualified to level 3. The pre-school accepts funding for early years education for children aged two, three and four years.

Information about this inspection

Inspectors

Victoria Nicolson
Sarah-Louise Clements

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspectors completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspectors talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors carried out joint observations of a group activity with the manager.
- The inspectors 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022