

Inspection of St. George's Pre-School Playgroup

Buxton Road, Stockport, Cheshire SK2 6NX

Inspection date:

6 September 2022

Overall effectiveness	Good
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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

Staff have high expectations for children's behaviour. Children are deeply engaged in their activities and access the available materials independently. They are supported by friendly and caring staff, with whom they have forged a close bond, and who clearly know them well.

Knowledgeable staff interact well with children and extend their learning naturally. Children are given autonomy to take the lead in their own play. For example, when exploring play dough, children bring tools and utensils from the home corner. This helps them to make 'sandwiches', encouraging them to develop their independence and feel involved in their own learning. Staff deliver daily music and movement sessions. Children take part in action songs and rhymes together to wake up their muscles for the day ahead.

Extensive settling-in procedures fully support children's individual needs and exceed parent expectations. This encourages children to feel safe and secure in the setting. Parents feel the staff are supportive of their child's needs, and treat them as the unique individuals that they are. Children are provided with resource packs, including items, such as tweezers to help to encourage fine-motor development. This enables parents to support their child's emerging skills at home.

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

- Leaders offer a comprehensive curriculum based on children's individual needs and interests which are embedded across the setting. Children make continued progress specific to their own developmental needs.
- Key persons meet with parents when children first start. They have detailed discussions about what children can already do. This provides staff with a thorough understanding of the starting points for each child, therefore enabling them to plan activities which will encourage their developing skills.
- Staff quickly identify any individual needs children have and work closely with parents and other agencies. For example, staff refer to speech and language services. This ensures children receive targeted support when needed to reach their developmental milestones.
- Leaders place high priority on the development of children's communication skills. Staff broaden children's vocabulary through play, introducing new words, such as 'eruption' and 'lava' when following their interest in volcanoes.
- Adult-led activities are planned with a specific intent based on children's next steps in learning, ensuring they make progress. However, the organisation of the learning environment is not consistently well-thought-out. For instance, some areas lack resources and opportunities for children to extend their own play. This hinders children's ability to independently challenge their own learning

even further.

- Children develop the skills they need to be independent. They are encouraged to put their own coats on, take them off and find their own pegs. They learn about the importance of being healthy and making healthy packed lunches. They are also encouraged to wash their hands before eating and after messy play. This prepares children for the next stage in their learning.
- Staff talk to children about feelings, using characters in a book. Children relate to the book and can identify their own feelings from the colours. They demonstrate a positive attitude to learning. Staff talk to children about their different feelings, why they feel that way and help them to understand and manage their emotions.
- Staff take children on outings to the local park and shops. The setting has strong links with the local church and they visit regularly to join in with services, such as Easter, Christingle and Christmas. They also respect the celebrations and practices of individual families, making children aware of the diverse society they live in.
- Leaders carry out regular supervisions and peer observations. This allows staff to draw upon each other's strengths, promoting a high level of teaching and learning. All staff access weekly training webinars which are then discussed as a team before key features are identified and new strategies implemented.
- Documentation is clear and concise and is stored securely. However, leaders have failed to provide Ofsted with the required documentation to assess the suitability of those forming the committee. As the committee members are current members of staff, the manager has determined their suitability through safer recruitment procedures, therefore ensuring there is no risk to the children.

Safeguarding

The arrangements for safeguarding are effective.

The setting has robust and secure procedures in place when recruiting new staff. A thorough induction supports this process to ensure the suitability of those employed. An effective safeguarding training programme is in place and all staff are well aware of their responsibilities. All staff are aware of their responsibility to recognise inappropriate behaviour from adults. They know how to report any concerns they may have about their colleagues. All staff hold paediatric first-aid qualifications. Daily risk assessments are carried out and staff monitor the cleanliness of toys and equipment to ensure the premises are kept 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:

- review the organisation of the environment and consistently provide children with resources and opportunities to extend and challenge themselves further.

Setting details

Unique reference number	307180
Local authority	Stockport
Inspection number	10217723
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	20
Number of children on roll	18
Name of registered person	St. George's Pre-School Playgroup Committee
Registered person unique reference number	RP518740
Telephone number	0161 476 2765
Date of previous inspection	6 September 2016

Information about this early years setting

St. George's Pre-School Playgroup registered in 1992 and is situated in Stockport. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday during term time only. Sessions are from 8.45am to 11.45am and 12.15pm to 3.15pm. The setting provides funded early education for two-, three and four-year-old children.

Information about this inspection

Inspector

Michelle Highcock

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 setting.
- The inspector carried out a joint observation of a play dough activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- Staff spoke to the inspector during the inspection.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.

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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