

Inspection of St Mary's Pre School

St. Marys C Of E Church Community Hall, St Marys Road, Hinckley, Leicestershire
LE10 1EQ

Inspection date: 15 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children quickly develop positive relationships with staff when they first start attending. Staff help children to feel welcome, and children respond to their gentle encouragement to take part in the activities available. Children make close friendships with others. They play well together and become engaged in detailed imaginative games in the home corner. Children negotiate their role in the game and talk about what they want to happen as they play. This good cooperation between the children and the positive relationships between staff and children supports children's well-being.

Children benefit from the consistent approach from staff in relation to their expectations for behaviour. Children know what is expected of them, and they learn to share and take turns. For example, they throw balls to one another outside and join in clapping for their friends when they successfully catch the ball. Children are enthusiastic and motivated to join in activities. Most are eager to have a go at new experiences, and staff give those who are less confident gentle support. Staff quickly get to know the children as individuals and take full account of their interests when they plan activities.

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

- The manager is extremely supportive to her staff. She actively helps staff learn about any additional responsibilities as they settle into new roles during times of transition for the pre-school. Staff comment that they feel valued. They complete training that has a positive impact on their confidence and knowledge of how children learn. These courses include training relating to children's emotional well-being and introducing different types of play materials to children's imagination and creativity.
- Children's communication and language skills are developing well. Staff speak to children clearly as they play together. They ask children well-placed questions about what they are doing or what they think might happen next. Staff give children time to consider what they want to say and listen to their responses. They praise children for their use of descriptive words, such as when a child talks about the petals of a flower 'sprinkling' down when they cut them with scissors.
- Staff interact positively with children. Children choose to join activities that are supervised by staff, and they clearly enjoy being with them. For example, as staff read stories to children, they laugh together, and children are excited to repeat phrases that are familiar to them. However, staff do not always support or extend children's learning carefully enough as they engage in other activities.
- Children know the routines of the day. For example, they understand when it is time to come together for group time. Staff encourage children to become

involved in discussions about the days of the week, the date and the weather. However, some children struggle to engage, as these activities are not planned carefully enough to support children's interests and capabilities. This results in some children becoming fidgety and distracted.

- Staff work closely with parents to find out what experiences children have at home. They use this information to help plan activities to broaden children's experiences and to help them develop their social skills and understanding about the world. For example, staff take children out individually or in small groups to select books from the library or for a social trip to the local café.
- Children are learning how to be independent. Staff help them to make choices about what they do and where to find toys on the shelves. Children learn how to put toys away independently when they have finished playing with them. Staff support children to use authentic items, such as real porcelain cups and plates, and children begin to learn to handle these items carefully.
- Parents speak highly about their children's experiences at the pre-school. They feel reassured that staff take time to get to know their children and help them to be confident and settle in quickly. Parents are pleased with the progress their children make, particularly with their speaking skills and their personal, social and emotional development. Parents of children with special educational needs and/or disabilities comment on how well staff work with them, and other professionals who are involved with their children, to ensure children receive a consistent approach to supporting their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a suitable understanding of how to keep children safe and how to protect their welfare. They know the procedures for recording and reporting safeguarding concerns. Staff complete training relating to child protection to ensure their knowledge remains up to date. They carry out regular risk assessments that contribute to children's safety. Staff are deployed effectively. They keep children under close supervision during play and remind them to walk indoors. The manager follows thorough recruitment procedures to ensure that suitable staff are employed, and checks are made to ensure the suitability of existing staff.

What does the setting need to do to improve?

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

- improve staff skills in how to support and extend children's learning during activities
- improve the organisation of large-group activities to ensure that they support all children's interests and capabilities.

Setting details

Unique reference number	2539469
Local authority	Leicestershire
Inspection number	10208656
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	21
Name of registered person	St. Mary's Pre School Hinckley Limited
Registered person unique reference number	2539468
Telephone number	01455 891044
Date of previous inspection	Not applicable

Information about this early years setting

St Mary's Pre School registered in 2019 and is situated in Hinckley, Leicestershire. The pre-school employs seven members of staff, all of whom hold early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time, from 8am until 3pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Eastwell

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 provision.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nominated individual.
- The nominated individual and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector held a meeting with the nominated individual. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children during the inspection.
- 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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