

Inspection of St Paul's Pre-School

Marley Road, Poynton, Cheshire SK12 1LY

Inspection date: 6 September 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Weaknesses in leadership and management have led to several breaches of requirements. Leaders have demonstrated a lack of understanding and implementation of the requirements they must follow. The pre-school has failed to notify Ofsted of a change in opening times, a change in management and of new members of the pre-school committee. This means that suitability checks have not been carried out on these individuals. Staff who prepare food for children have not received training in food hygiene. There are gaps in staff's knowledge that have not been identified and addressed by management. An Ofsted registration certificate is not displayed within the setting. This represents a pattern of failure to understand and meet requirements.

Despite these weaknesses, children are happy and safe. Strongly embedded routines support children's positive behaviour. For example, children listen intently during group time. Children are settled and comfortable in their surroundings. Songs are effectively used to engage children in activities. Children of all ages play beautifully together. Older children act as role models for younger children.

Children develop their physical skills as they play outdoors in all weathers. They ride on bikes and sweep puddles. All children, including those in receipt of additional funding, make good progress in their learning. They confidently explore a wide variety of activities on offer. Staff have high expectations of children's learning, encouraging children to develop resilience when they face challenges.

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

- The pre-school has not informed Ofsted that they have expanded their opening hours and of a change in management. Furthermore, Ofsted has not been informed when new members have joined the pre-school committee. Although the pre-school has conducted its own checks, the required suitability checks have not been undertaken by Ofsted. This means the suitability of these individuals has not been verified. This represents a failure to understand and follow requirements. The manager is taking immediate action to rectify this.
- The pre-school does not have their Ofsted registration certificate on display. The certificate could not be located during the inspection and management were not aware that the certificate was missing. This is a further breach of requirements. The manager has taken steps to request a new certificate.
- The pre-school has recently taken on a new member of staff for the purpose of preparing food for children. This member of staff, and others who regularly prepare food for children, does not have training in food hygiene. Although staff were observed preparing food in a hygienic way, this breach represents a further lack of knowledge and understanding of requirements. With immediate effect,

only those staff members with appropriate training will prepare food for children to help ensure their good health and hygiene.

- Leaders have not identified gaps in staff knowledge. For example, not all staff confidently understand the 'Prevent' duty. Staff have good safeguarding knowledge. However, they do not fully understand their role and responsibility to prevent people from being drawn into terrorism. Leaders have not monitored staff knowledge to ensure they are able to fulfil their roles.
- Staff know children well. They plan next steps based on children's individual needs. Staff extend children's learning well. Learning activities are often tailored to follow children's interests. For example, as children return from holidays, they explore an airport role-play area. This helps to make learning meaningful for them. Children gain new knowledge and skills over time.
- Children with special educational needs and/or disabilities make good progress. Strategies, such as a visual timetable and sign language, are used to support children. Additional staff build strong relationships with children, supporting them in their learning.
- Children who speak English as an additional language are supported well by staff who share their language. This helps children to settle and builds a strong foundation upon which their English skills develop.
- At times, staff support children's growing independence skills well. For example, children are encouraged to cut their own fruit and to put on their own waterproof clothing and boots. However, this is not consistent. This means that not all children receive the same encouragement to develop their independence and self-care skills.
- Children are eager to explore. They have a positive attitude towards learning. For example, children eagerly pull items from a box to represent nursery rhymes. They sing enthusiastically. Children are fully engaged in their learning, which helps them to make good progress.
- The pre-school has good relationships with parents and families. Parents are happy with the communication they receive. They praise the 'family feel' and the progress that children make. This contributes to continuity between pre-school and home.
- The pre-school has close links with the on-site school. Transition between pre-school and school is seamless. Communication is robust and children are well prepared to start their journey to school.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of different types of abuse and what signs they need to be alert to. They know what to do if they have any safeguarding concerns. The pre-school assesses risks in their environment. For example, when wasps access the garden each summer, staff ensure children do not access this area. Staff ensure children are appropriately dressed for all weathers. The pre-school provides guidance for parents on healthy lunches. This helps children to access a nutritious and varied diet, promoting good health.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure leaders, management and all staff have an adequate understanding of requirements that must be met to ensure the safe and efficient management of the setting	30/09/2022
ensure that an Ofsted registration certificate is on display and accessible to parents and visitors at all times	30/09/2022
provide adequate induction and ongoing training for all staff, so that they have the knowledge and skills required to fulfil their roles	30/09/2022
ensure that all those preparing food for children receive training in food hygiene.	30/09/2022

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

- strengthen opportunities for all children to develop their independence skills.

Setting details

Unique reference number	EY248774
Local authority	Cheshire East
Inspection number	10129255
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 3
Total number of places	30
Number of children on roll	21
Name of registered person	St Paul's Pre-School Committee
Registered person unique reference number	RP521092
Telephone number	01625 858222
Date of previous inspection	9 May 2016

Information about this early years setting

St Paul's Pre-School registered in 1986 and is run by a voluntary committee. The pre-school opens from Monday to Friday, 7.45am to 4.15pm, term time only. The pre-school employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and four at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the pre-school and has taken that into account in their evaluation of the pre-school.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.
- The inspector spoke to a member of the pre-school committee.

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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