

Inspection of St Alban's Pre School

St Alban's Catholic Primary School, Priory Lane, Macclesfield, Cheshire SK10 3HJ

Inspection date: 13 July 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children have a good start to their education at the pre-school. They are happy and safe. Children have positive relationships with staff, which helps children to feel settled and secure. They cannot wait to share their accomplishments, such as drums they have designed, with staff. Children show great pride in their achievements. Praise from staff helps to build children's self-esteem.

Children learn about the world around them through a variety of experiences. For example, children discover different animals and explore nature at a local farm. Children regularly communicate with residents at a local nursing home, supporting children's understanding of others. The pre-school often takes part in fundraising work for local charities, in collaboration with the on-site school. Children develop a strong sense of community as they learn the importance of helping others.

Children join in enthusiastically with activities. For example, they learn about rhythm and pattern as they bang on their own drums. Children are encouraged to problem solve as they hear clues in a guessing game. Staff know children well and set high expectations for children's learning. This helps children's knowledge and skills to develop over time. Children behave well. Songs and rhymes are used as a tool to promote positive behaviour. For example, children sing the 'circle song' as they make a circle and sit down for group activities.

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

- Staff know exactly where children are up to in their learning. They regularly reflect on children's progress to help them to identify what children need to learn next. The well-rounded and balanced curriculum helps children to make strong progress.
- Children's independence is promoted well. They go to the toilet independently and wash their hands skilfully. Children know they need to put aprons on when they play in water and do so without prompting. This helps children to gain the independence skills they need for the next stage in their education.
- Excellent partnerships with the on-site school promote a seamless transition as children move to reception. Children occasionally visit the school to join assemblies and watch performances, helping them to become familiar with the environment. Teachers visit the pre-school to get to know children before they move across, helping children to feel comfortable and settled when they move.
- The manager is passionate and committed to providing quality education for children. She uses her wealth of experience to support the staff team to fulfil their roles. The manager identifies opportunities for staff to improve their knowledge and encourages staff to undertake relevant training. This helps to ensure experiences for children continually improve.

- Although children behave well, occasionally boundaries are not shared with children in order to promote their positive behaviour. For example, when listening to a story, children become excited. They talk over staff who are reading. This means some children do not hear the whole story, hindering their ability to fully take part in the activity.
- Support for children with special educational needs and/or disabilities (SEND) is highly effective. Children are identified quickly and the special educational needs and/or disabilities coordinator (SENDCo) works closely with the local authority to source additional advice and support for children. Additional adults support children, which has a positive impact on their development. Children with SEND are able to fully access the curriculum and achieve great success in their early learning.
- The pre-school does not always effectively collect information about children from parents. Staff are not always fully aware of children's cultures and other languages that children speak. This means that the pre-school is not able to fully celebrate children's diversity and provide support for children who speak English as an additional language.
- Parents are very happy with the pre-school. They praise the friendly staff team and the daily communication they receive. Children take home books each week from a lending library and a teddy often accompanies children home. This helps to promote strong partnerships and continuity of learning between home and pre-school.

Safeguarding

The arrangements for safeguarding are effective.

Staff have excellent knowledge of types of abuse. They know what signs to be alert to and how to report any concerns they have. All staff take part in annual safeguarding training to help ensure that their knowledge remains up to date. The pre-school takes pride in all of their staff having paediatric first-aid qualifications, which helps them to keep children safe in the event of an emergency. Staff regularly assess risks in the environment to help them to provide safe spaces for children. They share information with children and parents about how they can stay safe online.

What does the setting need to do to improve?

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

- consistently share boundaries with children, so that they understand what is expected of them at all times
- strengthen how information is collected from parents about children's culture and languages spoken, so that these can be shared and promoted within the pre-school.

Setting details

Unique reference number	305313
Local authority	Cheshire East
Inspection number	10109864
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	41
Number of children on roll	26
Name of registered person	The Governing Body of St Alban's Pre School
Registered person unique reference number	RP520955
Telephone number	01625 431 929
Date of previous inspection	12 May 2015

Information about this early years setting

St Albans Pre School registered in 1981 and is based in Macclesfield. The pre-school operates Monday to Friday, from 8.40am to 3.20pm, during term time. The pre-school employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and three 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 setting.
- Members of the pre-school committee shared their views with the inspector.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENDCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the pre-school with the inspector.
- The manager provided the inspector with a sample of key documentation.

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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