

Inspection of WASP @ St. Marks

St. Marks C of E Primary School, Aviary Road, Worsley, MANCHESTER M28 2WF

Inspection date: 1 December 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 arrive at pre-school keen to learn. They are greeted enthusiastically by warm and nurturing staff. Children follow well-established routines to start their day, such as finding their name cards to sign in. Children who are a little unsure on arrival are sensitively encouraged to settle quickly and take part. They are encouraged to follow their interests and, as a result, engage in a wide range of activities for long periods of time. They shriek with delight as they make imaginary ice cream and pretend to be doctors, demonstrating wonderful imaginative skills.

Children have strong bonds with staff, who constantly praise and celebrate their success. For example, when children proudly show they can write their family member's names, staff clap their hands in delight. In turn, children frequently praise themselves, each other and staff during their play.

Children are taught to develop a strong sense of self. For instance, during creative play, children look in mirrors, talk about their features and paint self-portraits. Children are supported to appreciate people's differences, be polite, caring and respectful to each other and visitors. Children have lovely manners and behave well.

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

- The manager and staff are passionate in their shared vision to support children to be happy learners who are school ready. The curriculum intent for children's learning is shared with and well understood by staff. As a result, planning for children's learning is effective, and they make good progress.
- Support for children's communication is a real strength. Staff support children to think before replying to questions, and they provide a range of opportunities for children to learn and use new words, such as through stories and songs. As a result, children are making good progress in their language development.
- Children have meaningful opportunities to practise their mathematical skills. For example, at snack time, staff support children to count how many pieces of fruit they would like to eat. Children learn that numbers represent quantity, and they enjoy using mathematical language during their play. Children develop strong knowledge of number and other mathematical concepts.
- Staff support children to be physically active. Children use a range of skills as they enjoy chasing bubbles, climbing, balancing and using scooters in the outdoor area. This has a positive impact on children's physical development.
- Overall, staff provide some good opportunities for children to develop their independence. For example, they help to tidy up after themselves. However, children are not always given time to complete tasks that they are able to do for themselves. This means that children do not have a consistent opportunity to

meet their own needs when they move on to school.

- Children with special educational needs and/or disabilities (SEND) are identified swiftly. Staff seek advice and training from the local authority and other agencies, such as speech and language therapy, to provide intervention and support. This helps to ensure children with SEND make progress in their learning and development.
- Staff are effective at teaching children about healthy lifestyles. For instance, staff act as good role models, as they eat their own healthy lunches with the children. They talk about their healthy choices and why food that has fallen on the floor is unhygienic. Children's understanding of health and hygiene is established and developing well.
- Parents and carers are extremely complimentary about the progress their children make from their starting points. They describe the pre-school as 'a calming, supportive and friendly environment, where children have fun.' Staff use parent feedback to make positive changes to the pre-school. For instance, settling-in days are extended to accommodate children who have had no contact with others due to the COVID-19 pandemic. Children benefit from strong partnerships between parents and the pre-school.
- The manager is passionate and dedicated to her role. However, monitoring and self evaluation sometimes lack rigour. Consequently, sometimes, leaders do not address areas for development in a timely way, to achieve their ambition and raise the quality of practice to the very highest levels.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete safeguarding training and practise fire and lockdown drills alongside the on-site school. All staff are up to date with current safeguarding issues. For example, they have a sound understanding of the signs that may indicate if a child is at risk of abuse and how to respond. They have effective and well-known policies and procedures in place to raise a concern about a child's welfare or the misconduct of an adult. These help to ensure that children in their care are safe from harm. Security gates surrounding the pre-school and an intercom system help to ensure that the premises is secure.

What does the setting need to do to improve?

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

- extend opportunities for children to consistently develop and practise their independence skills
- strengthen monitoring and evaluation of practice to identify and drive improvements in a timely manner.

Setting details

Unique reference number	EY361416
Local authority	Salford
Inspection number	10263512
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 7
Total number of places	32
Number of children on roll	51
Name of registered person	Dalton, Jane
Registered person unique reference number	RP906790
Telephone number	07706836872
Date of previous inspection	4 May 2017

Information about this early years setting

WASP @ St. Marks registered in 2007. It is situated in Salford. It is one of three settings operated by the same provider. The setting employs 9 members of childcare staff, of whom seven hold appropriate early years qualifications at level 3, and the owner holds a level 4 qualification. The setting opens on Monday to Friday, term time only, from 7.45am until 6pm. The owner receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sheron Kantor

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 provider.
- The manager talked to the inspector about their curriculum and what they want their children to learn.
- Parents shared their views face to face and via email with the inspector during the inspection.
- The inspector and manager jointly observed an activity in the indoor learning environment used by children.
- The inspector viewed the pre-school and discussed the safety and suitability of staff and the premises.
- Staff views were gathered at appropriate times during the inspection.
- Children were observed in the breakfast club and during the main pre-school session, both indoors and outdoors, to review the quality of education being provided and to assess the impact that this was having on children's learning.
- A sample of relevant documentation was viewed by the inspector.

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