

# Inspection of St. Margaret's Pre-School

Church House, Polefield Road, Prestwich, Manchester M25 2QB

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Inspection date: 31 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

This is a lovely, warm setting. The love and nurture these children receive from the staff is so nice to see. The children are confident and extremely happy as a result. As children arrive, they smile as they wave goodbye to their parents before confidently exploring their environment. Quieter children are supported by staff to gain confidence, as they give them one-to-one support and encouragement to engage in activities. New children are given plenty of reassurance to help them settle.

The setting wants children to develop listening skills to maximise their learning opportunities and to develop relationships. All these things have been affected by the COVID-19 pandemic. Overall, behaviour is good. Staff model calmness and kindness and children echo this in their play. The pre-school uses books to base a theme upon. Children as young as two years old display clear and coherent speech talking in the role-play area about how Goldilocks ate the bears' porridge. They confidently recall the story and use teddies to re-enact it. Children engage enthusiastically sharing what they have learnt about the story, showing a positive attitude towards their learning. Children develop a love of books as they freely access these to look at independently. Staff expect all children to cooperate with each other and develop meaningful relationships. Most children interact effectively sharing conversations about what each other are doing.

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

- Since the last inspection, the setting has worked hard to improve monitoring and target setting. Staff capture children's learning well, they plan activities around the children's interests. They can explain what they want children to learn next.
- Staff report that the manager is very supportive and they all work well as a team. The manager has extensive knowledge of her staff's strengths and where they need extra support and understanding. This adds to the warm family atmosphere. Training is offered to support staff to further develop their practice.
- Since the COVID-19 pandemic, staff say that most children need additional support to develop their listening and attention skills. This is a clear focus of the pre-school and children who have attended for longer periods are showing good aptitude in this.
- Children know the routine and they predict what is happening next. They sing and move to familiar songs. They use large movements and move with vigour in the large space available to them. Children appear secure and happy as they participate in large-scale activities.
- Staff teach children how to use glue spreaders effectively while they create individual masterpieces. Real-life pictures are used to provide a stimulus to prompt children's thinking during a creative activity.

- While selecting appropriate materials to create a bear, children are encouraged to describe the texture of fabrics, expanding their vocabulary and sensory awareness.
- Children who speak English as an additional language are well supported. For example, staff model language and speak in shorter sentences. They praise attempts children make to speak English at every opportunity, giving them confidence to speak out loud.
- Staff plan a variety of activities that cover the seven areas of learning. Toddlers cut play dough with different-sized cutters. Staff use this to teach children about sizes and shapes.
- At snack time children develop self-reliance by being in charge of selecting another child to bring to the table. Older children carefully pour their own drinks. Staff remind children to use manners at all times.
- Parents say that their children have good relationships with staff. Staff demonstrate they know the children extremely well. Overwhelmingly, parents claim their child's confidence has grown since attending the pre-school.
- Most children have made significant progress in learning to deal with and control their feelings. However, some children disrupt others' learning and struggle to follow staff's instructions. This sometimes has an impact on others.

## Safeguarding

The arrangements for safeguarding are effective.

Staff members are well-versed on the warning signs and symptoms that could point to a child suffering abuse or harm. They understand the significance of reporting and documenting concerns about children or staff. Staff members are aware that they can, if necessary, disclose problems to other experts outside of the pre-school. The management team make sure that all employees have received and completed safeguarding training. To guarantee that any employee dealing with children is safe to do so, the management team adheres to safer recruitment practices.

## What does the setting need to do to improve?

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

- develop further staff's knowledge of behaviour management, so they use a more consistent approach to supporting children's understanding of positive behaviour.

## Setting details

<b>Unique reference number</b>	316837
<b>Local authority</b>	Bury
<b>Inspection number</b>	10264124
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	St. Margaret's Pre-School Committee
<b>Registered person unique reference number</b>	RP518336
<b>Telephone number</b>	0161 773 9491
<b>Date of previous inspection</b>	6 June 2017

## Information about this early years setting

St. Margaret's Pre-School registered in 1992. The pre-school employs seven members of staff. Of these, five hold appropriate early years qualifications at level 3 and above, including one who holds early years professional status and qualified teacher status. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9.15am to 12.15pm, Monday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Denise Barnes

## 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 provider and has taken this into account in their evaluation of the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.
- The inspector spoke to children to find out about their time at the setting.

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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