

Inspection of St Mary's Under Fives

Marlborough St. Mary's primary school, George Lane, Marlborough, Wiltshire SN8 4BX

Inspection date:

27 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children happily wave goodbye to parents and enthusiastically enter the pre-school, hanging their coats and bags on their pegs and engaging in activities. Friendly staff greet them, happy to see them. Children quickly settle as they choose where to play. Children have access to a wide variety of toys, however, staff do not always support children to look after their environment and the resources to help provide an inviting play space. For example, they not supported to pick up resources from the floor, which can leave the room very messy. The manager does not ensure children's attendance is accurately recorded, as required.

Children with special educational needs and/or disabilities (SEND) are very well supported. Staff spend a lot of time helping them to play and learn. Staff effectively help non-verbal children to communicate. For example, they use visual cards to show children what they can choose to do, or what is happening next. They are making good progress from their starting points. However, staff's time is taken up supporting these children, meaning others do not get the same interactions they need to extend their learning, and are left to occupy themselves. For example, some children spend large amounts of time outside running around, not being challenged in their play.

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

- Children behave well. Staff are good role models, quick to deal with any altercations in a calm and supportive manner. For example, when children want a toy from another child, staff model how they could ask for it and help them resolve the issue.
- Although management are clear about what they want children to learn, they do not effectively monitor staff's delivery of the curriculum well enough to ensure they are giving all children the attention they need to benefit from positive staff interactions and challenges, to develop their curiosity and engagement in learning. For instance, most-able children wander around at times, or engage in repetitive, non-challenging play, because staff are focusing their attention on children with SEND.
- Children have opportunities to be independent and to develop new skills. For example, at snack time, they cut their own fruit and cheese and pour their own drinks from small jugs. They are encouraged to wash up their plate and cup when they are finished.
- There are systems in place to record when children are present in the setting and to identify when they are absent. However, the manager does not ensure records are accurate to show children's times of arrival.
- On the occasions when staff provide children with challenge, they do this well by following their lead. They give children chances to act out different scenarios

and develop new vocabulary. For example, in the play café, children read signs and prices of food with staff help. When someone pretends to spill hot tea on themselves, staff help the children to set up a hospital, where they treat the 'burn', wrapping it in bandages.

- Although some children speak English as an additional language, staff do not do enough to provide children with opportunities to hear and use words in their own language in the setting.
- Children do not receive the support they need to learn to respect their play space and resources, to help provide a more inviting place to play and learn. For example, they are not always encouraged to pick up toys that are dropped on the floor, resulting in squashed play dough and sand walked throughout the room. This limits how children use some of the spaces.
- Staff do not organise group times as well as they could, to enhance children's concentration and learning. For example, when listening to a story, children find it difficult to fully engage due to the background noise levels and positioning and number of the children, so they cannot all see the book. Children become disengaged and lose interest.
- The SEND coordinator links with outside professionals well and implements strategies suggested by them, ensuring that children with SEND are well catered for. She is knowledgeable and parents of children with SEND feel supported.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a good understanding of how to keep children safe. All staff have regular training and discuss child protection in staff meetings and supervisions, ensuring they keep up to date with any changes. Staff understand the signs and symptoms that may be a cause for concern. They have good systems in place to record any concerns and know how to report them to relevant agencies. Strong recruitment procedures ensure staff are thoroughly vetted before starting work in the pre-school. The premises are very safe, with staff on the door when it is unlocked, supervising the safe arrival and departure of children.

What does the setting need to do to improve?

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

	Due date
provide a curriculum that meets the needs of all children, through effective planning and staff interactions, so that children make the best possible progress	27/03/2023

ensure an accurate record of children's hours of attendance is maintained.	28/02/2023
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To further improve the quality of the early years provision, the provider should:

- provide opportunities for children who speak English as an additional language to use their home language in the setting
- teach children to respect and look after the resources and environment to help keep it tidy and promote an inviting play space.

Setting details

Unique reference number	EY432371
Local authority	Wiltshire
Inspection number	10264217
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 4
Total number of places	28
Number of children on roll	42
Name of registered person	St Mary's Under Fives Committee
Registered person unique reference number	RP530907
Telephone number	07593928949
Date of previous inspection	8 June 2017

Information about this early years setting

St Mary's Under Fives registered in July 2011. It is located in Marlborough, Wiltshire. The pre-school is open every weekday during term time from 9am to 3pm. It is a committee run pre-school that receives funding for the provision of early education for two-, three- and four-year-old children. The pre-school employs eight members of staff, two of whom are unqualified, one has a level 2 qualification and five hold early years qualifications at level 3 or above, including one member of staff who has qualified teacher status.

Information about this inspection

Inspector

Joanne Neenan

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 and inspector completed a learning walk together of all areas of the pre-school and discussed what they want their children to learn.
- 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 joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and read parent testimonials and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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