

Inspection of St. John's C.E. Preschool

St. John's Street, Pemberton, WIGAN WN5 0DT

Inspection date: 21 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Children are happy and settled in this friendly pre-school. It is clear that children are at the heart of everything that staff do. Children are confident and sociable. They happily join in the welcome song, in which every child is greeted. This helps children to feel valued. Children look at photos of their families displayed on the wall. Staff engage children in conversations about the photos. They laugh and discuss their memories. Children are motivated to learn. The air buzzes with quiet conversations as children follow their interests and play together. They concentrate intently as they recreate their experiences from home and take turns pouring 'tea' for each other. Children enjoy exploring the garden. They look for bugs under rocks. Staff are on hand to extend children's learning. They discuss different insects. Children repeat words, such as 'crawl' and 'slither', as they investigate.

Staff have consistently high expectations of all children. As a result, children behave well. Following the COVID-19 pandemic, leaders have worked hard to improve children's behaviour. They have established clear routines that are understood by all children. This helps children to feel secure. Children are helpful and supportive to their friends. They encourage others to try new experiences. Children are confident and ready to learn.

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

- Leaders strive to provide the highest standards of care and education to all. They focus on improving practitioners' knowledge through a programme of professional development. As a result, staff have a good knowledge of how children learn and develop. However, the arrangements to monitor staff practice and the feedback provided to staff are not precisely focused enough to consistently raise the good quality of teaching to the highest level.
- Staff use assessment effectively to determine what children are interested in and what they need to learn next. They plan a meaningful curriculum that motivates and engages all children. As a result, children enjoy learning and make good progress.
- Staff are skilled in helping children to develop their communication and language skills. They talk to children as they play and introduce new vocabulary. Children enjoy singing. They recite rhymes and join in with familiar parts of stories. Staff ask questions that engage children in discussions and interesting conversations. As a result, children are confident communicators.
- Children learn about numbers and early mathematical concepts that are appropriate for their age. For example, staff read books to children and talk about space and measurement. Children learn that when an item is far away it looks smaller. They explore ideas in their play, investigating how a magnifying glass brings items closer and makes them look 'bigger'. This knowledge will

enable children to succeed in the next stage of learning.

- Staff provide plenty of opportunities for children to develop their physical strength. Outside, children climb on a frame and expertly balance on a beam. This helps to enhance their physical strength and stamina. Children enjoy creating cakes from dough. They strengthen their hand muscles and develop their hand-to-eye coordination as they use tools to cut, mould and shape their creations. These skills will benefit children when they start school.
- Children learn about cultural events and festivals, such as Christmas and Chinese New Year. This helps to develop children's understanding of diversity. However, children do not celebrate the cultures of those who attend the nursery. This means that they do not learn about what makes them unique and what they have in common with others. This approach does not fully prepare children for life in modern Britain.
- Managers work closely with schools that the children will attend to help with transitions. Parents are complimentary about the care their children receive. They speak highly of the staff and say that they go above and beyond to help children to feel secure. Staff share what children are learning about and give parents ideas on how to support children to make progress. As a result, a consistent approach to learning is established as parents are involved in their child's early education.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a culture of safeguarding in which all staff are clear on their responsibilities. Staff accurately identify the potential signs and symptoms that may indicate that a child is at risk of harm. Staff know the procedures to follow if they are concerned about children's safety or the practice of another member of their team. Leaders ensure that staff keep their knowledge and skills up to date. Risk assessments are thorough, and staff ensure that the environment is a clean and suitable space for children to play and learn. As a result, children are kept safe.

What does the setting need to do to improve?

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

- enhance arrangements to reflect on practice and provide feedback to staff to elevate the quality of teaching to the highest level
- provide opportunities to celebrate the cultural background of children who attend, to understand differences that exist in the community.

Setting details

Unique reference number	EY374714
Local authority	Wigan
Inspection number	10295234
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	19
Number of children on roll	27
Name of registered person	St John's C.E. Preschool Partnership
Registered person unique reference number	RP904512
Telephone number	01942 214 580
Date of previous inspection	15 December 2017

Information about this early years setting

St. John's C.E. Preschool registered in 2008. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday, 8.45am until 3.30pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Deborah Magee

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 inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Parents, staff and children shared their views with the inspector.
- The manager and the inspector carried out a joint observation of an activity and evaluated the effectiveness together.
- A sample of documentation was reviewed by the inspector, including records of staff's suitability and paediatric first-aid certificates.

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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