

Inspection of St John's Pre-School Macclesfield

St John The Evangelist C E Primary School, Ivy Road, Macclesfield SK11 8QN

Inspection date: 20 July 2023

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

Confident, smiling children eagerly enter this setting. They are warmly welcomed by familiar staff. Children independently decide where to play. They choose to explore oranges. Staff encourage children to squeeze the orange, to feel its textures. They discuss its shape, introducing children to new words, such as 'sphere'. Staff know the children well and they plan activities that are formed from children's interests. Children are curious and attentive. Their laughter and chatter can be heard throughout the day as they play together. Children behave very well. They turn-take and pass items to each other. Staff give children lots of encouragement and they role model positive behaviour.

Outdoors, children ride bicycles, skilfully manoeuvring around objects. Children climb over tyres and have plenty of space to run, jump and balance. Children are physically active and develop their large muscles. In the garden, children enjoy growing mint, fruit and vegetables. Children are delighted to open a pea pod and count the peas inside. Staff are always nearby to support children. They teach them how to safely cut the flowers they have grown. Children learn to use equipment safely and they smile with pride as they put the cut flowers in a jug on the table. Children have a tremendous time at this safe, welcoming, home-from-home setting.

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

- The newly formed management team works well together. They have established a clear vision for the setting and they support staff through regular discussions, team meetings, appraisals and planning. Communication is good. Staff say they feel valued, that they are motivated and staff retention is good. Managers and staff are committed to offering a curriculum which helps children build their confidence and learn in readiness for school. Children make good progress in their learning.
- Partnership with parents is a particular strength. Parents comment on the setting using words like 'nurturing' and 'supportive'. They say their children are 'extremely happy' and that they are well prepared for school. Parents feel their views are listened to. For example, their views in keeping children with allergies safe at mealtimes are welcomed and respected. Children have consistency between the home and the setting.
- Staff are skilled and quickly identify children who may need additional support. They have developed excellent relationships with the link health visitor. This supports swift referrals where needed. Children with special educational needs and/or disabilities receive support at the earliest opportunity. Consequently, they make good progress.
- Staff take great care to understand children's starting points. They use these to

plan appropriate next steps for each child. Activities and staff interactions target learning and help children to thrive. However, sometimes, children become competent in a skill before the next stage of learning is planned. On these occasions, children practise existing skills but staff do not plan sharply to support children to continuously accelerate their learning.

- The setting works closely with the local school. The school stated that children find collecting their lunch tray difficult. Staff have adapted snack time, so children choose and collect their snack. They independently carry their snack to their seat at the table. Children are completing meaningful tasks that develop skills in readiness for school.
- Children recall and reflect on activities during the day; staff encourage this discussion, asking with genuine interest about their learning. For example, children talk about making 'orange smoothies'. Staff help children describe what they did. Children are listened to and they develop new language and good conversational skills.
- Each part of the routine is used to help children learn. At snack time, children work out how many orange pips they can find. Staff skilfully intervene to discuss what happens if you add one on, or take one away. Children struggle taking the lid off their yogurt pot. Staff offer encouragement and acknowledge the difficulty of the task. Children persevere, developing their sense of control as they persist with the task.
- Children develop their knowledge of nature as they plant and harvest in the garden. They use binoculars to spot birds and insects, ticking them off on a list as they spot them. Children are seeing a purpose to writing and are practising pencil control.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff know and understand their role and responsibilities in keeping children safe from harm. They know the signs and symptoms of abuse and what to do if they are concerned about a child. They attend regular training to keep their knowledge up to date. The setting is secure and children cannot leave unsupervised. Staff communication and deployment is good; all children are supervised at all times. All staff have a current paediatric first-aid certificate and know what to do in the case of an emergency.

What does the setting need to do to improve?

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

- enhance planning to sequence learning and develop children's next steps to continue to support children to make progress.

Setting details

Unique reference number	EY491503
Local authority	Cheshire East
Inspection number	10301424
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	24
Number of children on roll	34
Name of registered person	St John's Pre-School Macclesfield
Registered person unique reference number	RP534759
Telephone number	01625 430 800
Date of previous inspection	9 January 2018

Information about this early years setting

St John's Pre-School Macclesfield has operated since the 1980s. It re-registered in 2015 when it changed its status to a charitable incorporated organisation. The pre-school employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and five hold level 3. Two are currently working towards a level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 11.45am and 12.30pm until 3.30pm. Children can stay for a lunch club between the two sessions. The pre-school offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The deputy and the inspector carried out a joint observation during snack time.
- Parents' feedback was shared with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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 2023