

Inspection of Romiley Methodist Pre-School

Hill Street, Romiley, Stockport SK6 3AH

Inspection date: 10 October 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Staff arrive early to create a stimulating environment where children play and explore with excitement. Children are warmly welcomed on arrival. They know the routines, which are consistently implemented by staff, such as where to hang their coat. As a result, children settle well. Their smiles each day show they are happy and secure in the care of familiar staff who know them well.

Leaders have devised a good-quality curriculum that is helping children to make good progress. However, the intent for the curriculum is not always coherently arranged so that children develop the key skills that they need right now. That said, children's preferred styles of play are valued. Children make independent choices and are active learners. Staff provide resources to enthuse them based on a current 'Harvest' theme. Children decide how to play with pumpkins and corn on the cob. Children roll pumpkins, draw around them and delight in shaking and feeling the texture of the corn husks.

Staff have high expectations for children's behaviour. They are positive role models, which means that children benefit from consistent behavioural messages and know what is expected. Children behave well. They listen intently to stories read by staff, sit nicely at the table when eating a snack, and respond positively to requests from staff to help to tidy up.

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

- Since the last inspection, there has been a remarkable improvement. The new manager is keen and eager. The self-evaluation is accurate and the strong focus on addressing the actions raised previously has been successful. However, although training and a programme for professional development are now in place, these are not yet targeted on enhancing individual staff performance. There are some minor inconsistencies in practice and in building on what children know and can do.
- Staff ensure that children are a part of the close community. For example, staff take children to the local butcher's shop to buy sausages. Staff extend this experience when they return to the pre-school and children enjoy making sausage rolls. Children are involved in discussions about their outing and proudly show parents and visitors the photos of their adventure. Children develop a good understanding of the world around them.
- Staff value diversity and promote inclusion well. Children's cultures and traditions are celebrated. For example, children who celebrate the Moon Festival share this tradition in the pre-school. Staff provide creative activities and children immerse themselves in creating moons to display. Staff ensure that this festival is acknowledged and observed.

- The new manager has introduced a curriculum that, overall, is designed to prepare children for future learning. The curriculum is broad and balanced and, in the main, is helping children to make good progress based on their individual starting points. However, what is intended could be more refined and focused on what children need to learn right now. Some of the children's next steps in learning are not precise, which means that children are not helped to make the very best progress possible.
- Staff observe and assess children's progress and identify any gaps in development. Any additional needs that arise are acted on swiftly. Staff use additional funding well to ensure that children get the help they need. For example, recent funding paid for extra staff to provide one-to-one help and settle children on arrival. The special educational needs coordinator liaises with external professionals and has accessed training to enable her to support staff and meet all children's needs.
- Parents speak very highly of the friendly and nurturing staff. They praise the home-from-home pre-school. Parents are happy that their children develop positive behaviour and make friends. Parents say they are updated about their children's progress. They value the detailed information that is shared to support children's learning at home. Consistency is adopted to support children's learning and care.
- Staff help children to develop literacy skills. Children paint at the easel, make marks using chalk on the floor outdoors and identify letters from their name on a light-up tray. Staff foster a love of books and reading. Children borrow books from the pre-school to share with their parents and carers at home. This helps to prepare children for reading and writing at school.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the designated safeguarding lead person, have accessed child protection training. This means that they understand their role and responsibilities to keep children safe. Staff have a good awareness of the steps to take if faced with a concern about a child. Policies and procedures are used well. For example, staff seek parents' permission to use images of children on social media. This means that parents' and children's privacy is afforded. In addition, staff know how to respond if they are concerned about the conduct of a colleague. Leaders implement safe recruitment procedures. This helps to ensure that staff are suitable to work with children. Children are safe and protected.

What does the setting need to do to improve?

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

- strengthen processes for staff professional development and training and

provide staff with incisive feedback to enhance practice to a consistently high level

- refine the curriculum intent so that staff are clearer on what children should focus on next and children are helped to make the very best progress possible.

Setting details

Unique reference number	307175
Local authority	Stockport
Inspection number	10303567
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	26
Number of children on roll	14
Name of registered person	Romiley Methodist Pre-School Committee
Registered person unique reference number	RP527731
Telephone number	0161 430 8080
Date of previous inspection	27 June 2023

Information about this early years setting

Romiley Methodist Pre-School registered in 1992. The pre-school employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am to midday Monday, Tuesday, Thursday and Friday, and from 12.30pm to 3.30pm Wednesday.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager took the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education and assessed the impact that this was having on children's learning.
- Parents shared their views of the pre-school with the inspector.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed evidence of staff suitability checks and qualifications.
- Discussions were held with leaders, staff and children.

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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