

# St Clares Pre School

St Clares Primary School, Hawthorne Road, Lache, Cheshire, CH4 8HX



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 10 March 2016   |
| Previous inspection date | 18 October 2013 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>  | <b>2</b> |
|---|-------------------------|--------------|----------|
|   | Previous inspection:    | Satisfactory | 3        |
| Effectiveness of the leadership and management                |                         | Good         | 2        |
| Quality of teaching, learning and assessment                  |                         | Good         | 2        |
| Personal development, behaviour and welfare                   |                         | Good         | 2        |
| Outcomes for children   |                         | Good         | 2        |

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Well-qualified staff provide children with a good range of learning experiences that ignites their interests and motivates them to learn. All children are making good progress.
- The manager and committee have a clear drive for improvement. Targeted action plans support staff's training needs and help to improve the knowledge and skills of the team. Staff's performance is monitored to ensure the quality of teaching is consistently good and improving.
- Accurate observations and assessments are completed regularly and staff have a clear understanding of children's next steps in learning. These are used to develop effective planning and ensure that children are provided with fun and challenging learning opportunities that build upon their prior learning.
- Children are confident in the setting. A warm, caring and nurturing environment encourages them to develop secure attachments. Strong relationships with key persons ensure that children's emotional well-being is promoted.
- Children are extremely well behaved. They have a clear understanding of expectations for behaviour and are supported by staff who are excellent role models.

### It is not yet outstanding because:

- Staff do not always work closely enough with parents to find out when their child's two-year-old health and development review will take place. Consequently, some assessments are not completed in time for them to be shared with the relevant health professionals.
- Partnerships with the host school are strong. However, there is room to improve the information shared with other local schools to further support children in their preparation for moving to school.

## What the setting needs to do to improve further

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

- refine the communication between staff and parents to ensure that the progress check at age two is completed in time to support children's health and development review with their health visitor
- develop partnerships with other local schools to encourage information sharing that will provide children with increased opportunities to prepare them for the move to school.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation, such as policies and procedures and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Lynsey Hurst

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Policies and procedures are reviewed regularly and support daily practice to help ensure children are kept safe and protected from harm. Effective induction processes and regular supervision meetings ensure that staff are increasing their knowledge and skills through training and performance management. This is then used to enhance the quality of teaching and the learning opportunities available. Self-evaluation is thorough and reviewed regularly. The views of parents, children and staff are listened to and used to make changes. Clear action plans for improvement are in place.

### Quality of teaching, learning and assessment is good

Experienced staff have an excellent understanding of children's needs. They ensure that planned learning experiences complement children's next steps in learning. Children have access to high-quality resources that support this. Children's interests are used extremely effectively to engage them in a range of learning opportunities. For example, staff promote the use of children's superhero potato people to develop early literacy and mathematical skills. Challenging activities provide children with fun and exciting learning experiences. Children use their imagination during creative activities as they explore a range of materials and media independently. Comprehensive tracking and monitoring of children's development ensure that progress is maintained and any gaps are closing.

### Personal development, behaviour and welfare are good

Children are provided with nutritious snacks and drinks. Staff talk to them about healthy options and the importance of a healthy diet. Staff take every opportunity to support the children in developing an understanding of their feelings and emotions. They engage children in meaningful conversations about how they feel and why. Children are respectful of their peers and the staff who care for them. They engage well with others, sharing learning experiences and developing close friendships. Language and communication are extremely well supported. Staff use their knowledge and understanding of language development, along with the use of Makaton, to enhance children's language skills across the setting.

### Outcomes for children are good

Children are developing a good understanding of managing risks. They climb structures that challenge their physical skills and promote their understanding of what is dangerous. They express their understanding of how their body changes when participating in physical activities. Children independently develop learning for themselves, both inside and outdoors, through a range of self-chosen activities and routines. Children build strong friendships and show consideration and kindness towards others. They are well prepared for the next stage of their learning. All children, including those who receive funded education, are making good progress from their individual starting points.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 305317  |
| <b>Local authority</b>             | Cheshire West and Chester   |
| <b>Inspection number</b>           | 1028374   |
| <b>Type of provision</b>           | Sessional provision   |
| <b>Day care type</b>               | Childcare - Non-Domestic  |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 4   |
| <b>Total number of places</b>      | 24  |
| <b>Number of children on roll</b>  | 45  |
| <b>Name of provider</b>            | St Clare's Pre-School Committee   |
| <b>Date of previous inspection</b> | 18 October 2013   |
| <b>Telephone number</b>            | 07936 413246  |

St Clares Pre School was registered in 1984. The nursery employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status. The pre-school operates from Monday to Friday during term time only. Sessions are from 9am until 3.25pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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