

# Mary Platt Methodist Pre School

Lorton Street, Cockermouth, CA13 9RH



## Inspection date

16 January 2017

Previous inspection date

20 September 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Inadequate</b>	<b>4</b>
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

- Since the last inspection the committee and staff team have worked hard with the local authority to complete the previous action and recommendation. They are passionate about the pre-school and evaluate the setting to strive to deliver the highest-quality provision for children and their families.
- Children form strong bonds with all staff and develop close relationships with their peers. They are happy, settled and demonstrate that they feel safe and secure. Children are eager to learn and show good levels of concentration.
- Staff give a high priority to children's well-being. The settling-in arrangements are flexible and individual to meet the children's and parent's needs. Children are well-behaved, confident and self-assured.
- Children play in a well organised and well-resourced environment. They have good opportunities to play and to extend their learning outdoors. Overall, staff provide a broad range of stimulating activities and experiences to promote children's learning and development.

### It is not yet outstanding because:

- The staff team do not fully utilise the methods in place for sharing information from parents about what children achieve in the home.
- The staff team do not make the best use of opportunities to help extend children's understanding of the world around them.

## What the setting needs to do to improve further

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

- strengthen the already good partnerships established with parents and build on the methods in place to help parents to more effectively share information about their children's learning at home
- extend opportunities that help children to learn about the wider world.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school leader.
- The inspector held a meeting with the pre-school leader. She looked at relevant documentation and evidence of the suitability of the committee and staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Carys Millican

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The staff team is confident in their role and responsibilities for safeguarding children. Children's safety is given high priority. Robust recruitment and vetting procedures are followed to ensure the suitability of staff working with children. Suitability checks are completed for all the committee. The staff team meet regularly and performance management systems are implemented. New staff complete a full induction procedure and existing staff are well supported to gain higher qualifications that help improve outcomes for children. Children's progress is monitored. The records show how all children, including those who speak English as an additional language, are making good progress from their initial starting points. Staff work well in partnership with other settings to support children's learning and development.

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

Staff effectively inspire children's love of stories and songs throughout the session. They display labels in a number of languages which helps support the backgrounds of the children attending. In addition, staff supply a wide range of related props and cultural artefacts, for example, in the role play Chinese restaurant. These examples help children to learn about similarities and difference between themselves and others, overall. Staff constantly engage with the children in their play. For example, they foster children's imaginary play as they act as customers in the restaurant while children pretend to be the waiters. Staff observe children, build on their interests and include their next steps in the planning. For example, a recent topic corner is set up after staff notice children's fascination with things related to space.

### Personal development, behaviour and welfare are good

The staff team provides a warm and welcoming and a highly inclusive environment for all the children who attend. They are very caring in their approach, showing children and parents that they are valued and respected. The staff team effectively promotes children's sense of belonging and self-esteem. They set a good example and give clear guidance about their expectations for behaviour and manners. Staff enable children to manage simple tasks for themselves and successfully promote their independence skills. Children benefit from healthy snacks and well-balanced packed lunch meals. Staff teach children about safety and hygiene, such as handling scissors correctly and handwashing. Children are physically active. They learn to manage risks, for instance, as they use tyres and large climbing equipment outdoors.

### Outcomes for children are good

Children delight in using their senses as they play and investigate. They explore the different tastes of Chinese foods and decide whether they like or dislike them. Children link sounds to letters and identify the initial sounds in words. They develop pencil control and begin to recognise and write initial letters of their own and friends' names. Children make good progress in their learning. They develop the skills needed for their future learning and are well prepared for starting school.

## Setting details

<b>Unique reference number</b>	317557
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1074713
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	23
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Mary Platt Methodist Pre-School Committee
<b>Registered person unique reference number</b>	RP518403
<b>Date of previous inspection</b>	20 September 2016
<b>Telephone number</b>	07974800297

Mary Platt Methodist Pre School was first registered in 1963. The pre-school employs eight members of childcare staff, seven of whom hold appropriate early years qualifications at level 3. One member of staff holds an early years qualification at level 2. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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