

St Mary's Pre-School & St Mary's Youth Club Holiday Playscheme



St. Marys Church, St. Marys Church Office, 302d Upper Street, London, N1 2TX

Inspection date 2 November 2017
Previous inspection date 12 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 manager has a clear overview of the pre-school, including the strengths and areas for further development. She uses effective systems for managing staff performance and their professional development.
- Systems for tracking children's progress are used well to identify children's stages of development and to highlight any gaps in their learning. Staff take swift action to seek appropriate intervention and support.
- The learning environment is effectively planned to provide a broad range of experiences and encourage children to become independent and make their choices about their play.
- Relationships on all levels are good. Children demonstrate through their interactions with staff that they feel safe and secure. Staff work particularly well with parents and other professionals to support children who have special educational needs.

It is not yet outstanding because:

- Communication between staff is not as effective as possible. At times, some staff are not fully clear of the learning intentions of activities or of children's individual targets. This has an impact on their ability to extend the challenge during activities as effectively as possible.
- Staff sometimes take too much control during planned activities and do not give children time and space to explore or to use their own imaginative and creative skills.

What the setting needs to do to improve further

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

- strengthen the communication between staff so that all staff are aware of the key learning intentions for activities and the differing needs of the children, to enable them to target teaching more precisely
- extend the opportunities for children to explore and use their imagination during planned activities, to enable them to pursue their own ideas and interests further.

Inspection activities

- The inspector observed the quality of teaching as staff engaged in activities with children.
- The inspector spoke with parents and staff and engaged with children during the inspection.
- The inspector held a meeting with the manager to discuss the overall organisation of the pre-school.
- The inspector looked at a random sample of documentation and records relating to children and staff.

Inspector

Samantha Smith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff team attend regular training to keep their knowledge of safeguarding practice up to date. Staff understand how to report any concerns and the manager is clear about how to make a referral about children's safety and welfare. All staff complete the required suitability checks and there are clear processes to ensure the suitability of other adults, including agency staff or volunteers. There are robust evaluation systems for monitoring the quality of the provision and the manager provides effective support and mentoring to the staff team. For example, through regular supervision and yearly appraisals they work together to identify further training and professional development needs.

Quality of teaching, learning and assessment is good

Staff have improved the learning environment since the last inspection, enabling them to have greater access to resources. Children move around their environment freely taking part in planned activities and initiating their own play ideas. Staff interact with children as they play. For example, as children use play dough, build with construction and engage in arts and crafts, staff encourage them to think about numbers, colours and sizes and to make patterns. Staff make accurate assessments of children's development. These include contributions from parents about their children's learning from home and information from other professionals. Staff use this information effectively to identify future targets for children to achieve. Staff place a strong focus on targeting areas in children's development where they need more support. For example, they plan enjoyable small-group sessions to support children's communication and language development.

Personal development, behaviour and welfare are good

The key-person system works well in building strong relationships between staff, children and parents. Staff carry out home visits, which provide them with the opportunity to get to know children in a familiar environment. Children have excellent behaviour and their social skills are developing well. They share and take turns with resources and are learning to negotiate and resolve issues for themselves. They demonstrate good levels of confidence as they move around their environment freely, accessing the different areas and resources independently. Children enjoy the regular opportunities to play outdoors, where they enjoy a range of experiences that complements their indoor learning.

Outcomes for children are good

All children, including those who receive additional funding and those who have special educational needs, make good progress. They gain a range of skills to support them in their next stages of development, including starting school. For example, children draw and make marks using a variety of tools and resources. They know words have meaning and some older children are able to recognise, and begin to write, their names. They engage in discussions and communicate their needs clearly.

Setting details

Unique reference number	EY411577
Local authority	Islington
Inspection number	1094376
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	32
Name of registered person	St Mary Islington Community Partnership
Registered person unique reference number	RP529848
Date of previous inspection	12 May 2015
Telephone number	02077042873

St Mary's Pre-School & St Mary's Youth Club Holiday Playscheme registered in 2010. The pre-school is located in the Angel area in the London Borough of Islington. It is open between 9am and 4pm during term times and from 9am to 5.30pm during school holidays. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years old. The pre-school employs four staff, including the manager, and all hold relevant early years qualifications. One member of staff holds qualified teacher status and the remaining staff are qualified from level 2 to level 6.

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