

St Andrews Pre-School

St Andrew's Methodist Church, Trent Road, Shaw, Oldham, Lancashire
OL2 7QU



Inspection date	5 October 2018
Previous inspection date	4 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- The newly appointed manager is inspirational. She leads her well-qualified team with efficiency and admirable enthusiasm. The manager has already implemented many changes, which have helped to significantly improve learning outcomes for all children.
- The well-planned range of enjoyable activities and experiences sustain children's interest and keep them engaged. Children are motivated learners and make good progress.
- The rich, stimulating and imaginative environment, both indoors and outdoors, provides a wealth of opportunities for children to explore and investigate. Children are extremely confident and independent.
- The key-person system is extremely effective and well established. Children make exceptionally close relationships with staff and develop very strong friendships with each other. They develop high levels of emotional security within the nurturing, homely environment.
- Partnerships with parents, other early years providers and external agencies are strong. Parents are highly complimentary about staff and the care and learning their children receive. Systems for sharing information are effective, which helps to promote good continuity and consistency for all children.

It is not yet outstanding because:

- The manager has recently introduced more rigorous systems for monitoring and supporting staff to improve their practice. However, the process is still in its infancy and not fully embedded.
- The manager has started to put arrangements in place to monitor the progress of all children who attend, including different groups of children. However, she does not yet use the information highly effectively to help to close any gaps in children's achievement and to build on good systems for observation.

What the setting needs to do to improve further

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

- strengthen the good arrangements for monitoring staff performance to help to raise the quality of teaching to an outstanding level throughout the pre-school
- enhance the process for monitoring the progress made by different groups of children to help to ensure that gaps in their learning are clearly identified and quickly closed.

Inspection activities

- The inspector observed the quality of teaching, both indoors and outdoors and assessed the impact this has on children's learning.
- The inspector talked to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation of an adult-led activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as safeguarding policies and procedures, children's records and evidence of the qualifications and suitability of staff working in the pre-school.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector
Julie Kelly

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of the referral procedures to follow should they have concerns about the health or welfare of a child. They are vigilant regarding children's safety and complete daily risk assessments to ensure children play in a safe environment. All staff are totally committed and passionate about their roles as early years practitioners. Continuous professional development is carefully targeted to meet the individual needs of staff and improve learning outcomes for children. For example, staff visited an outstanding setting to observe the environment and staff practice. They introduced free-flow outdoor play and more opportunities for children to learn through self-chosen activities. This has helped to enhance the development of children who prefer to learn outside and improve their levels of concentration and perseverance. Self-evaluation systems are thorough and take into account the views of staff, children and parents.

Quality of teaching, learning and assessment is good

Staff make good use of information from observations of children's play to accurately assess what they know and can do. They plan challenging, exciting and purposeful activities based on children's individual interests and next steps in learning. This, together with effective interactions with staff, help children to make good progress. Children are extremely enthusiastic when they investigate pumpkins. They say to staff, 'I think we need a knife to make a face on them'. The outdoor play area is a haven where children have a wealth of opportunities to enhance their development in all areas of learning. They enthusiastically look for worms and insects using a magnifying glass. Staff encourage children to count how many legs are on a wood louse and compare the thickness and length of worms. They ask children what they think insects would like to eat. After some thought and discussion about this, children decide to make 'chicken and broccoli soup' in the mud kitchen, using grass, leaves and fir cones. This contributes to children's good creativity and imagination.

Personal development, behaviour and welfare are outstanding

Children are extremely happy and well settled in the pre-school. Moral values, kindness and a positive attitude form the very essence of staff's practice and feature strongly in all that they do. Staff have high expectations of children. They provide them with clear and consistent boundaries and play alongside them to help them to understand the difference between right and wrong. Children's behaviour is exemplary. The environment reflects the diversity of children's home life and staff successfully help children to learn about people and communities beyond their own experience. Care practices are outstanding and help to promote children's excellent health and well-being.

Outcomes for children are good

Children make good progress. This includes children whose starting points are below those expected for their age and stage of development. Some children achieve beyond expected levels of development for their age. Children develop a good understanding of simple mathematical concepts. They acquire a wide range of skills that help to give them a firm foundation for future learning and school.

Setting details

Unique reference number	508072
Local authority	Oldham
Inspection number	10065371
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	40
Number of children on roll	33
Name of registered person	St Andrews Methodist Church Pre School Playgroup Committee
Registered person unique reference number	RP524196
Date of previous inspection	4 November 2015
Telephone number	01706 848147

St. Andrew's Pre-School registered in 1968. The pre-school employs nine members of childcare staff. Of these, one holds an appropriate qualification at level 4 and five hold qualifications at level 3. The pre-school opens on Monday, Wednesday and Friday, term time only. Sessions are from 9.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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