

# St Paul's Pre-School

St. Pauls Church, 75 Chain Lane, ST. HELENS, Merseyside WA11 9QF



<b>Inspection date</b>	5 October 2018
Previous inspection date	2 October 2015

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

### The provision is good

- Staff are experienced and their caring, positive approach helps to create a nurturing environment where children settle quickly. Staff know children and their families well, which helps them to feel secure. There is a strong bond between staff and children which further supports children's emotional development.
- There is a good relationship between parents and staff. Parents speak positively about the quality of the care and learning at the pre-school. For example, they report that their children are happy and eager to attend. Staff are sensitive to the needs of individual families and use different strategies to keep parents fully informed and involved in their children's learning.
- Children make good progress from their starting points. The manager monitors the development of all children effectively. She quickly identifies any gaps in children's learning and implements appropriate next steps to help them catch up.
- Staff support children to develop their physical skills well. For example, children excitedly clap and jump as they join in with action rhymes. Outside, they practise throwing balls and enjoy digging in the soil.

### It is not yet outstanding because:

- Staff do not always fully support younger children to make effective transitions between rooms.
- On occasions, younger children do not always have enough time to fully initiate or develop their own play.

## What the setting needs to do to improve further

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

- consider other ways of supporting younger children, to enable them to make more effective transitions between rooms
- provide more opportunities for younger children to fully initiate and develop their own play ideas.

### Inspection activities

- The inspector observed the quality of teaching, evaluated an activity with the manager and discussed the impact on children's learning.
- The inspector interacted with the children and staff at various points during the inspection.
- The inspector examined a sample of relevant documents and evidence of suitability of staff.
- The inspector had a tour of the setting. She looked at the range of resources available for the children's use.
- The inspector discussed the children's learning and their progress with key persons, including their next steps and interests.

**Inspector**  
Sue Smith

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff can identify possible indicators of abuse and are aware of the procedures to follow if concerned. The manager completes detailed assessments to minimise the risk to children's safety. The manager evaluates the provision effectively. She seeks the views of parents, staff and other professionals to help her identify areas for improvement. Information gathered is used effectively to develop clear action plans to improve the provision. Regular supervision meetings help staff to feel valued. The manager encourages staff to attend further training to broaden their skills and knowledge, which has a positive impact on children. For example, training on wider aspects of safeguarding further supports staff to keep children safe.

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

Overall, teaching and learning are good. Staff use their observations of children to plan activities based on their interests and next steps. Children have opportunities to develop early mathematical and language skills. For example, they learn about shapes and counting as they search for objects hidden in foam and show delight as they find two triangles. At snack time, staff discuss the colour of the plates to help children differentiate between them. Staff introduce descriptive words, such as 'big', 'small' and 'round', as children talk about the fruit they enjoy eating at home. Staff plan activities to help children learn about other people and communities beyond their own. For example, they enjoy dressing up in different costumes and explore significant events in other cultures, such as Chinese New Year and Holi.

### Personal development, behaviour and welfare are good

Staff are positive role models and support children's behaviour well. There is a range of strategies in place to help children understand the behaviours expected. For example, staff consistently remind children of the rules during routines and play. Children gain an understanding of the importance of developing a healthy lifestyle. For example, staff encourage them to wash their hands before eating and serve fruit at snack time. Children can confidently explain that vegetables are healthy. The routine provides opportunities for children to access exercise and fresh air. The pre-school has a good relationship with the local primary school, which helps children to be well prepared for their next stage of learning.

### Outcomes for children are good

Children make good progress from their starting points and develop the skills that they need for their future learning. They have opportunities to develop early literacy skills. For example, younger children practise recognising their name and enjoy mark-making activities. Older children enthusiastically join in with familiar phrases in well-known stories. Children develop early mathematical skills as they count and discuss size and shape during routines and play. Children gain a good level of independence as they give out cups, butter their own toast and tidy up, which helps them to be prepared for school.

## Setting details

<b>Unique reference number</b>	323098
<b>Local authority</b>	St Helens
<b>Inspection number</b>	10065960
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	41
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	The Parochial Church Council Of The Ecclesiastical Parish of St Paul, Blackbrook, Parr
<b>Registered person unique reference number</b>	RP906078
<b>Date of previous inspection</b>	2 October 2015
<b>Telephone number</b>	01744 453181

St. Paul's Pre-School registered in 1981. It is open five mornings a week from 9am to midday, during term time. The pre-school employs five members of staff. Of these, two hold appropriate early years qualifications at level 2, and three hold level 3. The pre-school provides funded places for two-, three- and four-year-old children.

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