

St Clares Pre School

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



Inspection date	9 January 2019
Previous inspection date	10 March 2016

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children form close attachments with the staff and their key person. Staff are caring, fun and kind. These positive relationships help children's confidence and self-esteem to flourish.
- The manager regularly monitors and tracks children's development. Staff observe children and track their progress. Children make good progress and are achieving in line with expectations for their age.
- Children behave well. Staff are good role models for children. They support children to be polite, play together and take turns. For example, they praise children who are helpful and kind to others.
- Staff provide children with a rich and wide range of opportunities to support their continued development in all areas of their learning. They plan the learning environment well.
- Staff work closely with a range of other early years settings children attend and other professionals, such as health visitors. This helps to support and identify children's developing needs ensuring they make progress.
- Staff do not use a wide range of strategies to fully support children who speak English as an additional language. As a result, children's individual needs are not always met as effectively as possible.
- Leaders' programme for the support and professional development of staff is not fully implemented to consistently support them to reflect on and develop their practice.

What the setting needs to do to improve further

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

- implement a wider range of strategies to further support children who speak English as an additional language
- sharpen the focus on performance management so that staff have more opportunities to build on their practice and raise the quality of teaching and learning.

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 practitioners and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the providers. She looked at relevant documentation and evidence of the suitability of practitioners working in the setting.
- The inspector took account of the written views and comments of parents.

Inspector
Lesley Bott

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders recruitment procedures are robust. They conduct regular checks to ensure that staff are suitable to work with children and all checks for committee members are complete. Staff know and understand the signs and symptoms of abuse. They are aware of where to report any concerns they have about a child in their care. The manager undertakes effective and regular supervision sessions with staff and regularly observes their practice. They use self-evaluation effectively to make positive changes within the setting. Children can now select resources more easily to promote their independence. Staff's partnerships with parents are good. Staff conduct regular written reviews of children's progress and offer parents useful ideas about how to support their child's learning at home.

Quality of teaching, learning and assessment is good

Staff complete regular observations and assessments of children's development. Their baseline assessments carried out when children first attend are accurate. This helps staff to plan for the next stage in children's learning. Staff complete progress checks on children who are two years old. This enables staff to offer support and close any gaps in children's learning. Staff provide a good range of interesting and motivating resources. Children use their imagination with the chocolate scented dough. They make their favourite chocolates and cakes for their friends. Outdoors, older children independently select different sized crates to house their dinosaurs and jungle animals in. Staff help children to develop their communication and language skills well during their play. Children pretend to be hairdressers, using a wide range of different vocabulary as they take care of staff's hair.

Personal development, behaviour and welfare are good

The well-qualified manager and staff invest time in building secure bonds with parents prior to their children attending. Staff use home visits to secure a wealth of information. This helps staff in their initial planning to help children settle. Children's physical skills are well supported. Children have access to a stimulating outdoor area which they use in all weathers. Staff use a good range of strategies to support children to recognise and name their feelings. For example, they use visual prompts to help younger children to express how they feel. Children are helped to take turns and play cooperatively. They know to use a sand timer for favourite equipment and resources and show understanding of cooperation with others during tidy-up time.

Outcomes for children are good

Children are well prepared for the transition to school. They know and understand the daily routine well as they follow clear instructions from staff. Their independence skills are well promoted. Children are involved in the preparation of their own food at snack time and confidently pour their own drinks. Children's literacy skills are well promoted. They find their own names on arrival and self-register. Older children attempt to make marks and write their own name as part of their registration.

Setting details

Unique reference number	305317
Local authority	Cheshire West and Chester
Inspection number	10072803
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	30
Number of children on roll	51
Name of registered person	St Clare's Pre-School Committee
Registered person unique reference number	RP524308
Date of previous inspection	10 March 2016
Telephone number	07936 413246

St Clares Pre School registered in 1984. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications, including two 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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