

# St Mary's Pre-School For Little People



St. Marys RC School, Mill Street, BRIERLEY HILL, West Midlands, DY5 2TH

<b>Inspection date</b>	27 November 2015
Previous inspection date	7 January 2009

<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 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

- Children are happy and settled. Effective settling-in arrangements and good information sharing with parents ensure the manager and staff quickly get to know children. They are kind, attentive and encouraging, helping children to understand routines, confidently make choices, and enjoy exploring the welcoming, well-equipped surroundings.
- Children are keen to take part in activities and enjoy learning. The manager and staff join in their activities, effectively encouraging children and skilfully building on their interests and ideas. In particular, children relish using a wide range of materials and resources to discover changes, make models and structures, and act out roles.
- The principal and senior early years staff astutely evaluate the effectiveness of the pre-school and support the manager and staff in making improvements. These include more robust monitoring of teaching and learning, improving teaching of mathematics and literacy, and involving parents in fun workshops focusing on different activities.
- Children confidently start school. They know many of the staff, children and school routines through having lunch in the hall and taking part in activities and productions with Reception class pupils.

### It is not yet outstanding because:

- Staff do not always make the most of their accurate assessments to set more challenging targets for children's future learning and to discuss these with parents.
- Staff do not always successfully promote children's listening, attention and critical thinking.

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## What the setting needs to do to improve further

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

- set ambitious targets for children's future learning which are clearly explained to parents and help all children make high rates of progress
- create more opportunities to extend children's skills in listening, attention and critical thinking.

### 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 completed joint observations with the provider, who is the principal of the school.
- The inspector held meetings with the principal, the school's early years co-ordinator and the manager of the pre-school. She spoke to the local authority early years representative, staff and children.
- The inspector looked at relevant documentation, including the pre-school's self-evaluation form and evidence of the suitability of staff working with the children.
- The inspector took account of the views of parents spoken to during the inspection and from their written feedback to the provider.

### Inspector

Rachel Wyatt

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## Inspection findings

### Effectiveness of the leadership and management is good

The principal and early years leaders have a clear vision for developing the pre-school, which the manager and staff are embracing. Robust monitoring of children's progress enables the principal and staff to promptly address gaps in teaching, learning or the curriculum. Thorough staff performance and development procedures mean staff are well qualified, keep up to date, and that their teaching is good. The principal and staff continue to enhance their good relationships with parents. This includes introducing home visits and explaining the purpose of different activities. The arrangements for safeguarding are effective. The principal and pre-school staff understand signs of abuse, neglect and other potential risks to children. They complete regular training and often discuss safeguarding issues. The principal and staff know what action to take if they have concerns about a child. They work conscientiously with other agencies to ensure children attend regularly and to provide coordinated approaches to safeguarding vulnerable children.

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

The staff promptly assess children's starting points and regularly review their progress. They know which children are developing as expected and soon identify those who need additional help to join in or to communicate effectively. The staff work with parents and other agencies to provide well-targeted support for these children. They identify suitable next steps for children's learning but these are not always particularly challenging or clearly explained to parents. However, staff plan effectively for children's future learning. They successfully promote children's skills in early literacy and mathematics. Children eagerly discuss the characters and plot of a favourite story as they make clay models and search for hidden pictures of the characters. Children accurately identify numbers and use them for counting and comparing. However, staff do not always ask sufficiently challenging questions to extend children's critical thinking and practical problem solving.

### Personal development, behaviour and welfare are good

Staff skilfully foster children's growing confidence and independence, for example, during personal care routines and when they join in school activities and routines. Children are well behaved as staff explain what is happening next and what is expected of them. Children share, take turns, show kindness to others and like to be helpful. Occasionally, staff do not make the most of opportunities to remind children to listen carefully and be attentive. However, in the main, children are purposeful and eager to do well. Staff successfully help children to understand how to promote their good health and safety. Children make healthy choices during meal times. They relish being outside and active, including enjoying the physical challenges and learning about managing risks during Forest School sessions.

### Outcomes for children are good

Children are confident, imaginative learners. They make good progress in relation to their starting points and are well prepared for school. This includes children in receipt of early education funding, disabled children and those with special educational needs, and children who speak English as an additional language.

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**Setting details**

<b>Unique reference number</b>	EY378082
<b>Local authority</b>	Dudley
<b>Inspection number</b>	1010108
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	18
<b>Name of provider</b>	St Mary's Catholic Primary School Governing Body
<b>Date of previous inspection</b>	7 January 2009
<b>Telephone number</b>	01384 818 434

St Mary's Pre-School For Little People was registered in 2008. The pre-school employs four members of childcare staff. The manager has a qualification at level 4 and the other staff hold appropriate early years qualifications at level 2 or 3. The pre-school opens from Monday to Friday term time only. Sessions are from 8.50am until 2.50pm. The pre-school provides funded early education for three- and four-year-old children. Support is provided for children who speak English as an additional language. There are close links with the school where the pre-school is located.

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