

St Mary's Pre-School

St. Marys Youth Centre, Church Road, Yate, BRISTOL, BS37 5BG



Inspection date

13 April 2015

Previous inspection date

24 February 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff are very welcoming and provide an inviting environment where the children make independent play choices from a range of good quality toys and resources. Children become engrossed in their chosen activities, and are active and curious learners. They gain the skills needed for their next stage in learning.
- The quality of teaching is good. Staff listen to children and use sensitive questions and comments to help children think and problem solve during their play and activities.
- Staff are positive role models and give clear guidance to children. As a result, children's behaviour is very good. They understand the pre-school's boundaries and expectations.
- Staff have established good relationships with parents and strong partnerships with the local school. This ensures children's individual needs are met and their learning is complemented. This successfully promotes children's emotional well-being.
- The dedicated management team are committed to improving their high quality practice and enhance outcomes for children.

It is not yet outstanding because:

- Staff sometimes miss opportunities to maximise younger children's learning, particularly when staff focus on group activities or routines.
- Staff have not fully developed varied opportunities to encourage parents to consistently contribute to their children's learning and development to support their progress further.

What the setting needs to do to improve further

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

- improve the quality of teaching for younger children so that staff seize all opportunities to respond to the children's individual needs and self-chosen play to extend their learning further
- encourage parents to be even more involved in their children's learning by sharing observations of their children's achievements at home, so staff can use this information for informed planning.

Inspection activities

- The inspector observed the quality of teaching and the impact this had on children's learning, both indoors and outside.
- The inspector held discussions with the joint managers, staff, parents and children.
- The inspector sampled a range of documentation including children's records, planning, safeguarding procedures and some policies and procedures.
- The inspector checked evidence of suitability checks and the qualifications of staff working with children.
- The inspector invited the joint managers to conduct a joint observation.

Inspector

Jan Harvey

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a secure knowledge about each child's stage of learning and interests, which they use in weekly meetings to inform each child's individual planning. This information is shared with parents and most access their children's learning journal regularly. However, not all parents are involved, or offer comments about home achievements, to support their children's learning. This means staff are sometimes unable to plan effectively to help children make the best possible progress. Staff ensure children have free access to a wide range of toys and resources that help them develop independence. Children learn how to construct and work as a team as they build a house together outside with bricks. Staff teach children how to count and compare sizes of seeds as they plant vegetables. Children learn about the world they live in through outings in the local community, such as visits to the grocery shop, and watching chicks hatch. Occasionally, staff miss opportunities to fully promote some younger children's learning and as a result they are not always fully engaged. Some lose interest as they sit during a group story time, and wait in a long line to wash their hands. This means some children miss productive learning time.

The contribution of the early years provision to the well-being of children is good

Children have very positive relationships with the caring staff. Children's health is supported soundly at the setting. Children choose, prepare and eat fresh fruit for snacks and staff offer a choice of drinks of milk or water. Children happily choose to play either inside or outdoors as free-flow is actively encouraged daily. Children develop and challenge themselves physically, using a variety of equipment and resources. They use wheeled toys to learn to pedal, balance and manoeuvre. Staff teach children the importance of keeping themselves safe and healthy. They teach them about road safety, how to use metal safety knives and scissors, and the safe use of outdoor play equipment. Children know not to run inside in case they hurt themselves and to wash the mud off their hands before they eat.

The effectiveness of the leadership and management of the early years provision is good

The committed owner/managers have an in-depth understanding of the Early Years Foundation Stage learning requirements and work closely with staff to evaluate the provision. They conscientiously reflect on their practice, and devise and usefully implement ongoing action plans. They have also achieved a quality assurance award to improve provision for children. Management and staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage so children play in a safe and secure environment. Since the last inspection, all recommendations made have been successfully met. Staff have attended training to improve children's mathematical development using number concepts with the children during daily routines.

Setting details

Unique reference number	EY379776
Local authority	South Gloucestershire
Inspection number	829627
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	36
Number of children on roll	63
Name of provider	St. Mary's Pre-School Limited
Date of previous inspection	24 February 2009
Telephone number	07779 570 239

St Mary's Pre-school Ltd has been registered since 2008. It operates from St. Mary's Youth Centre, in a semi-residential area in Yate, South Gloucestershire. It is open each weekday during school terms between 9am and 3pm. It employs seven members of staff, all of whom work part-time hours. Of these, six hold appropriate early years qualifications, with one currently undertaking an early years qualification at Level 3. One of the joint owners holds Qualified Teacher Status and Early Years Professional Status and the other holds an Early Years Degree. The setting receives funding to provide free early education for children aged two, three and four years.

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