

Inspection of St Monica's Pre School

St Monica's Close, Appleton, Warrington, Cheshire WA4 3AG

Inspection date: 17 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children thrive in the vibrant and well-organised pre-school. Staff create an environment that children take ownership of. They encourage children to make good choices and are superb role models. Staff have high expectations. They teach children about rules and boundaries in ways that help them to remember. For example, staff role play different scenarios, such as standing on chairs. They ask children to decide if this is a 'thumbs up' or 'thumbs down' choice. Children know what is expected of them. Their excellent behaviour shows that they feel safe and secure at the pre-school.

Children are self-assured, motivated and eager to learn. They access a variety of activities and play happily with each other. Children are polite and considerate to one another. It is clear that they have formed strong friendships.

Mathematical development is promoted well. Children have frequent opportunities to explore number language and recognise numerals. For example, staff help children to count each other and the adults in the room. They are then supported to add the numbers together and discuss the total. Children find the number on a number line and talk about how the numerals are formed.

What does the early years setting do well and what does it need to do better?

- The curriculum is well thought out and firmly embedded. Staff are skilful and know how to re-shape and extend activities to challenge children effectively. Robust settling-in procedures help staff to gain a good understanding of what children already know and can do before they start. This means activities are sharply focused on what children need to learn next. Interactions are of high quality and meaningful. For instance, staff listen carefully when children discuss how a banana resembles a 'moon' and a tangerine a 'planet'.
- Staff work hard to extend children's vocabulary. For instance, children learn that books are written by 'authors' and that pictures are created by 'illustrators'. Story time is exciting for children. Staff read with clarity and enthusiasm. They help children to role play the narrative. Occasionally, some staff ask children about the meaning of words but do not allow enough time for them to give their opinion.
- The key-person system is well embedded. Relationships between staff and children are respectful and sensitive. Children have formed strong bonds with staff and seek reassurance from their key person if they are feeling upset. Staff know children's individual needs very well and respond quickly.
- Children are confident and independent. They help staff to set up activities, pour their own water and peel fruit. Children know the daily routine well and follow the rules and boundaries. For example, shortly before it is time to tidy up,

children are shown a yellow circle. They know that 'showing yellow' means they need to prepare themselves for the change in activity.

- Partnership with parents is strong. Parents are happy with the quality of care provided for their children. The consistent two-way flow of information between pre-school and home means that continuity of care for children is good. Staff have developed effective strategies to share information about children's development and support parents to extend learning at home.
- Children are provided with a selection of healthy food choices and take part in regular physical exercise sessions. This helps to develop children's understanding of a healthy lifestyle. Staff talk to children about the effects that different foods have on their teeth.
- Relationships with the attached school are first class. Staff work closely with the Reception teacher to ensure that children's transitions to school are seamless. Children visit the Reception class frequently and take part in regular joint activities. Children are prepared well for their eventual move to school.
- Staff are well supported by the manager and feel happy in their roles. They have regular supervision meetings and receive feedback on their practice. Staff observe each other's teaching regularly, which helps their professional development and provides opportunities for them to share good practice. Staff complete regular mandatory training.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their roles and responsibilities in relation to safeguarding children. They know the process to follow if they are concerned about a child's welfare. Staff can confidently discuss wider safeguarding concerns. For example, they know the risks of children and families being drawn into extreme behaviours and how they would deal with this.

What does the setting need to do to improve?

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

- ensure that all staff consistently allow children enough time to think about and give their opinion on the questions they are asked.

Setting details

Unique reference number	EY395744
Local authority	Warrington
Inspection number	10129271
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	3 to 4
Total number of places	28
Number of children on roll	22
Name of registered person	St. Monica's Pre-School CIO
Registered person unique reference number	RP906046
Telephone number	01925 269258
Date of previous inspection	11 March 2016

Information about this early years setting

St Monica's Pre School registered in 2009. It is organised by a committee of governors and representatives from the school. The pre-school employs seven members of childcare staff. Six hold appropriate early years qualifications at level 3 or above. Two staff hold qualified teacher status. The pre-school opens Monday to Friday from 8.45am until 3.15pm, during term time only. The pre-school receives funding for the early education of three- and four-year-old children.

Information about this inspection

Inspector

Kayte Farrell

Inspection activities

- The manager gave the inspector a tour of the pre-school and discussed how they organise and deliver the curriculum.
- The quality of teaching was observed indoors and outdoors. The inspector evaluated the impact on children.
- The inspector held a leadership meeting with the manager and checked relevant documentation relating to the suitability of staff and paediatric first-aid certificates.
- The inspector spoke to some parents and looked at written feedback. Parents views and opinions were taken account of.
- Regular discussions with staff and children took place at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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