

St Gabriels Catholic Pre-school



St. Gabriels RC CP School, Well Lane, Alsager, Stoke-on-Trent, Staffordshire, ST7 2PG

Inspection date	2 July 2015
Previous inspection date	26 March 2012

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

- The pre-school is welcoming and has a good selection of easily accessible resources, both indoors and outdoors. This encourages the children to explore freely.
- The key-person system is well established and staff are positive role models who have high expectations of children. There is an emphasis on children developing their independence, positive behaviour and valuing the contributions of others. As a result, children develop their self-confidence, respect for others and their self-esteem is promoted.
- All staff are fully committed to ensuring children are kept safe and secure through their good understanding of safeguarding procedures.
- Partnerships with parents and external professionals is embedded in pre-school practices. This makes a significant contribution to the settling of children and provision of their ongoing care.

It is not yet outstanding because:

- Staff do not maximise opportunities for children who are moving to different schools, to have similar positive transition experience, as their peers who move to the on-site school.
- Although the manager performs staff supervisions, there is scope to improve the process to ensure it consistently delivers opportunities for staff to share best practice and identify professional development needs.

What the setting needs to do to improve further

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

- enhance transition opportunities for children who are moving to different schools so that all children benefit from consistent and positive transition experiences
- develop staff supervision process further to ensure all staff can effectively share best practice, identify professional development needs and be confident in their delivery of high-quality teaching and learning.

Inspection activities

- The inspector looked at a range of documents including a sample of policies, children's records, pre-school action plans and staff development records. She also viewed evidence of the suitability of staff, and staff qualification records.
- The inspector observed children's activities, and the quality of teaching in the pre-school and in the outdoor environment.
- The inspector took into account the views of parents spoken to on the day.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held discussions with the manager.
- The inspector carried out a joint observation with the manager.

Inspector

Kylie Nixon

Inspection findings

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

The staff have a good understanding of how to support children's learning and development. They make effective use of role-play scenarios, conversations with children and encourage their independence. By using good teaching methods staff help children to think critically and support them to become self-motivated to learn. Children take pride in being given tasks to do. For example, they enjoy the responsibility of carrying toys and equipment into the main school playground. As a result, children develop the skills necessary for their next stages of learning. Through the strong key-person system and positive parent partnerships, each child is well supported. Accurate assessment means that staff have a secure knowledge of children in their care, including their specific needs. Therefore, children who have special educational needs and/or disabilities are supported well. Consequently, all children are making good progress in relation to their starting point.

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

Children are happy and confident in this calm and nurturing environment. Their confidence and self-esteem are well promoted. For example, at group time children assertively talk about their 'Wow' vouchers from home. Staff and children take turns to talk and share their own experiences. Additionally, the pre-school encourages family members to be active in the children's learning and development. For example, they encourage family members to celebrate cultural festivals with them and accompany children to the local library. Staff encourage children to be physically active and to develop an awareness of good health and hygiene practices. Children are very well supported for their move to the on-site school and this ensures a continuity of their care and learning. However, there is scope to improve the transition experience for the minority of children not attending the on-site school.

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

The manager demonstrates a strong commitment to improving the quality of the pre-school provision and is aware of the pre-school's strengths. With input from staff and parents, the manager reflects on the provision, and identifies areas for development. Staff have completed the relevant training to ensure they have a good understanding of, for example, child protection, safe recruitment and first-aid procedures. This contributes effectively to keeping children safe and well. The manager has a good understanding of the Early Years Foundation Stage requirements and operates an effective tracking process to monitor the progress of children. The manager conducts staff supervisions to review their training and development needs. However, the current process is sometimes implemented inconsistently and so does not always target support for staff to consistently deliver first-rate teaching practice.

Setting details

Unique reference number	305319
Local authority	Cheshire East
Inspection number	867585
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	36
Name of provider	St Gabriels RC Church Committee
Date of previous inspection	26 March 2012
Telephone number	01270 875770

St Gabriels Catholic Pre-school is owned by St Gabriel's Church and run by a management committee. It was registered in 1979 and operates from a purpose-built unit within St Gabriel's Catholic Primary School in Alsager, Cheshire. The pre-school is open five days a week during term time, Monday and Friday from 8.45am until 12.45pm, and Tuesday, Wednesday and Thursday from 8.45am until 2.45pm. The pre-school provides funded early education for three- and four-year-old children. It also supports children who have special educational needs and/or disabilities. There are three members of staff. The manager holds a Degree in Early Childhood Studies and Early Years Professional status. One member of staff holds Qualified Teacher Status and another holds a qualification at Level 3 in Childcare Learning and Development.

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