

# St Peter & St Paul Pre-School

Inspection report for early years provision

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**Unique reference number** EY250953  
**Inspection date** 12/12/2008  
**Inspector** Aileen L King

**Setting address** St. Peter & St. Paul C of E Primary School, Upper Church Street, Syston, Leicester, Leicestershire, LE7 1HR  
**Telephone number** 07732 630676  
**Email**  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

St Peter and St Paul Pre-School was established in 1966 and is run by a committee. It operates from two rooms and associated facilities in a mobile classroom in the grounds of St Peter and St Paul Church of England (Aided) Primary School in Syston and serves the local community. The pre-school has an enclosed outdoor area and there is stepped access to the premises.

There are currently 62 children from two years to five years on roll. This includes 34 funded three- and four-year-olds. Children attend for a variety of sessions. There are no children at present identified as having learning difficulties and/or disabilities and a few children are learning English as an additional language.

The group opens five days a week during school term-times. Sessions are from 08:35 until 11:35 and from 12:10 until 15:10. There are eight permanent staff who work with the children. All of whom have an appropriate early years qualification Level 2 or 3. The pre-school is registered on the Early Years Register and has links with EYFS provision in local schools.

## Overall effectiveness of the early years provision

At St Peter and St Paul Pre-school children make good progress in their learning and develop well, because of the good levels of individual support they receive and the creative and interesting activities which are provided. Resources are made very accessible to the children and their own child-initiated play is promoted and valued. Staff are very active in listening to ideas from the children and help them to develop these as their play evolves. Personalised learning is promoted and staff have already recognised this as an area for development and are working towards extending this further. The pre-school has good capacity towards continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- refine the planning of the provision to personalise learning further to extend older and more able children
- enhance the range of outdoor activities to match the creative and imaginative indoor provision

## The leadership and management of the early years provision

The pre-school is led and managed well and staff have a clear sense of purpose on what to do to help children learn and develop. Team work is very good. The setting has already established a personalised approach to the children's learning, based on self-evaluation and it has been identified as an aspect to extend further

to cater for all the age groups within the pre-school. The children's care and welfare are taken very seriously, with regular checks on the premises for any potential hazards. Policies and procedures are in place and are used to ensure that the children's well-being is assured. The range of activities are very much led by the children's interests and suggestions and staff 'go the extra mile' to ensure they support children in their play and are active participants. Staff deployment is effective and the staff are vigilant in ensuring that learning is supported and that the best use is made of their time. Parents and carers speak very positively about the work of the pre-school, the way their children settle in, achieve well and the commitment shown by the staff. 'Absolutely fantastic' was one parent's comment. The pre-school is also committed to ensuring that all children are included in the range of activities provided and the setting is well organised.

## **The quality and standards of the early years provision**

There is a well-planned and carefully thought through range of activities which are well organised. These activities are highly creative and engage the children in imaginative role play, for example in 'Santa's workshop'. This enhances their learning and development in speaking and listening and developing their ideas. There are good levels of interaction between adults and children, who play with them, talk about what they are doing and reinforce language and conversation. Children generally behave well and can access resources and activities readily. They use the space in the pre-school well, negotiating obstacles and other children, developing their physical control and coordination effectively.

Their knowledge and understanding of the world is well-promoted, for example when comparing the texture of compost with other substances, searching for toy mini beasts in the soil and observing them closely using magnifiers. The snack bar is popular with the children, developing their ideas about what keeps them healthy and where they can enjoy a snack of fruit, water or milk. Staff are vigilant in reminding the children to wash their hands before eating and encourage them to be independent for instance mopping up any spills and being polite when asking for more fruit. The children have good access to the outdoor area to play, are energetic and explore music and sounds, but the activities do not always match the very creative, imaginative and interesting indoor provision. There is a developing awareness that print carries meaning as children enjoy making marks on paper and making the first attempts at writing their own name. They are becoming increasingly confident in sharing their ideas and making a contribution to the life of the pre-school.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.