

# St Peter's Children's Centre

Inspection report for early years provision

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**Unique reference number**

EY217322

**Inspection date**

25/10/2010

**Inspector**

Tara Street

**Setting address**

St Peter's C of E School, St Peter's Avenue, Cleethorpes,  
DN35 8LW

**Telephone number**

01472 290779

**Email**

stpeterschildenscentre@hotmail.com

**Type of setting**

Childcare on non-domestic premises

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## 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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

St Peter's Children's Centre opened in 2002 and is run by a board of trustees. It operates from a self-contained unit adjacent to St Peter's Church of England Primary School in Cleethorpes. Children have access to a secure enclosed outdoor play area.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 39 children aged under eight years may attend the setting at any one time. The setting currently takes children from birth to five years of age. The setting is open Monday to Friday from 7.45am to 6.15pm all year around except for bank holidays. Children attend for a variety of sessions and the setting works with the local Sure Start scheme. There are currently 93 children on roll who are within the Early Years Foundation Stage. Of these, 26 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

There are 15 members of staff, including the manager, who work directly with the children on a part-time and full-time basis. Of these, one holds a degree in Early Childhood Studies and Early Years Professional Status, 10 hold an appropriate Level 3 qualification in early years and four hold a Level 2 qualification. The setting has achieved level 1 of the local authority quality assurance scheme. The setting is a member of the National Day Nurseries Association and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle very well and receive a good level of care because the qualified staff work closely with individual children and their families. Staff demonstrate that they fully understand the welfare requirements and have fully embraced the Early Years Foundation Stage. All children make good progress in their learning and development because they enjoy a wide range of play opportunities, both indoors and outside which generally cover all aspects of learning well. Outcomes for children are good, and overall children's safety and well-being are given priority. All members of staff are enthusiastic in their roles and work successfully together to secure continuous improvement as they reflect upon their practice and identify aspects for development.

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

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

- develop risk assessment so that it covers anything with which a child may come into contact with

- ensure planning clearly identifies how activities will promote individual children's progress towards the early learning goals
- provide more regular opportunities for children to independently access and develop their skills in using information and communication technology
- create a 'number rich' environment and provide a wide range of number resources and displays to encourage children to be creative in finding and solving problems.

## **The effectiveness of leadership and management of the early years provision**

Children are well-protected because all staff have a good understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are protected as the well-qualified staff team keep the premises secure and supervise the children at all times. The nursery has robust recruitment procedures in place. Regular risk assessments ensure hazards are reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the setting. In addition staff carry out daily visual checks to ensure safety, but not all areas with which a child may come into contact are included in the overall risk assessment. Staff follow a detailed self-evaluation process and involve parents. This informs the nursery's action plan for improvement and results in ongoing development of provision and outcomes for children. Good monitoring systems are in place for all the record keeping systems. Policies and procedures are reviewed and updated accordingly and the manager routinely makes good use of a range of rigorous monitoring activities relating to the provision and outcomes for children. Staff promote and support diversity well to help children understand the society they live in. The resources are good, fit for purpose and support children in their development.

Successful liaison with parents and carers contributes to improvements in children's achievement, well-being and development. The nursery places great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents and carers are encouraged to share what they know about their child when they first start which helps staff to have a sound knowledge of each child's background and needs. The nursery has good links with other early years providers and schools as they recognise the importance of this in helping children with transition to their Reception year. Staff are aware of how to support children with special educational needs and/or disabilities, and those who speak English as an additional language, and have appropriate systems in place to fully support individual children.

## **The quality and standards of the early years provision and outcomes for children**

Children make good progress in their learning and development. The key persons have very good knowledge of developmental steps towards the early learning goals and the children receive an enjoyable experience across all areas of learning.

Detailed ongoing observation and assessment are undertaken and provide a clear insight into the children's progress and achievements. However, planning does not always identify how activities will promote individual children's progress towards the early learning goals. All children behave very well as staff use appropriate strategies to encourage children's good behaviour, for example, distraction or positive praise. Children have lovely warm relationships with the staff and have lots of fun with them. They approach the staff as and when needed, demonstrating that they feel safe. All children are starting to develop their awareness of diversity through activities and resources. They access a good range of resources to help them positively explore and value differences and similarities in the wider world.

Children are eager to play and join in with the activities on offer. They excitedly talk about what happens when they mix sand and water together and talk about the different textures of the 'wet' and 'dry' sand. Children are keen to participate in the range of art and craft activities on offer. They confidently select from a wide range of collage materials and happily add glitter and textured fabrics and paper to a picture of a unicorn. Staff use effective questioning skills to develop children's vocabulary as they discuss the different materials. Younger children enjoy a game of 'peep-bo', laughing and giggling with the staff. Children are well supported to develop early writing skills, for example, older children eagerly label their own work. Children frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. However, the range of signs, symbols and pictures to reflect a 'number rich' environment and encourage children to be creative in finding and solving problems are limited. Children's information and communication technology skills are generally promoted as they experience regular opportunities to access a computer, compact disc player and calculators. However, other opportunities for children to independently explore technology such as battery operated and programmable toys are limited.

Children follow good hygiene routines. Older children show understanding of how to stay healthy as they talk about the reasons why they have to wash their hands before snack. Younger children are supported to follow their own routines for sleeping. Children demonstrate good coordination and spatial awareness. They skilfully manoeuvre wheeled toys around the outdoor play area or participate in throwing and catching and parachute games. Children help themselves to drinks of water as they recognise that they are thirsty, this also promotes their independence. Meals are cooked from fresh ingredients, and children learn good table manners as they sit together for meals.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met