

# St Peters Pre School

Inspection report for early years provision

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**Unique reference number** EY360760  
**Inspection date** 04/11/2011  
**Inspector** Phillipa Wallis

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**Type of setting** Childcare - Non-Domestic

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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*.

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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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## Description of the setting

St Peters Pre-School Playgroup has been registered since 2007 under the present ownership. It operates from a church hall in the Milton area of Weston-super-Mare, North Somerset. Children have access to the large hall, toilet area and two enclosed, outside areas. The foyer is used for small group activities under close supervision. The group opens five days a week during school term times. Sessions are from 9am to 12 noon on Thursday and until 2.30pm on Monday, Tuesday, Wednesday and Friday, including a lunch club.

The pre-school is on the Early Years Register. A maximum of 32 children in the early years age range may attend the pre-school any one time. At present, there are 29 children on roll. The pre-school receives funding for the provision of free early education for children aged three and four years. The pre-school supports children with special educational needs and/or disabilities and children learning English as an additional language. Children come from the local area and most go on to attend local primary schools. There are seven members of staff, who work directly with the children. Of these, five hold appropriate early years qualifications and one is working towards a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, children are happy and confident while attending this welcoming pre-school. They make sound progress, although systems to monitor and plan for their future learning and development, including about technology, are not wholly effective. Children satisfactorily access the outdoor areas though are not able to choose to play outside all year round. Some evaluation of the provision takes place and staff work well to establish positive relationships with parents and other professionals so that children's needs are met. Although policies and procedures are mostly effective, behaviour management is not always consistent and risk assessment records do not fully meet the welfare requirements.

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

To meet the specific requirements of the EYFS, the registered person must:

- conduct a risk assessment for the premises and outings and record when it was carried out and by whom; regularly review the risk assessment, at least once a year or before embarking on each specific outing, and include in the record the date of review and any action taken following a review or incident.

18/11/2011

(Suitable premises, environment and equipment)

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

- develop the observation and assessment arrangements to effectively track, identify and plan for children's individual learning priorities
- improve children's access to outside play on a daily basis to increase their choices for learning and independence
- review the systems in place to enable children to learn right from wrong, to include guidance to staff on more consistent behaviour management strategies, for example
- improve the incorporating of technology resources that children recognise into their play, such as the computer.

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

Staff are suitable and qualified to care for children, who are safeguarded through the sound recruitment and vetting procedures. Policies are generally in place, with safeguarding procedures supporting staff to protect children. Some staff also hold appropriate first aid certificates. Basic risk checklists have been completed for the premises and for outings. However, these do not show that all risks are identified and reduced; they do not detail when risk assessment was carried out, by whom, its date of review or any action taken following a review or incident. This is a breach of a specific legal requirement. Staff follow suitable hygiene practices, so that children are reminded to wash their hands at appropriate times, such as before snack or meal times. Staff attend relevant safeguarding training and link with local support services so that they are informed of current developments in safe practice.

The staff team welcomes children to an environment that includes suitable activities for their ages and stages of development. The pre-school is held in a large, multi purpose hall that is carefully arranged. This means that children can explore and move freely, including in an area for larger toys and energetic play. Appropriate resources are laid out to allow children to be independent and choose what they wish to play with on arrival. There are two, outdoor, play areas, although access is limited, depending on the weather or when suitable clothing and footwear is provided for children.

All staff are suitably qualified. The leader has completed an early years foundation degree and has started an appropriate self-evaluation of the provision. The pre-school has addressed most of the recommendations made at their previous inspection, although staff still do not record their attendance or detail children's progression. Partnerships are satisfactorily promoted. Staff have made links with other providers in the area and obtain local authority support. These help to keep them informed of current developments and to continue their professional development.

The pre-school satisfactorily promotes equality and diversity. A key person is assigned to each child to support parents and the development of their children. The distribution of newsletters ensures that important information is provided. Comments from parents are positive. There are regular opportunities offered to parents to discuss the children's progress and staff willingly chat with parents in unplanned discussions. This helps to provide continuity in children's care and learning.

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

Children are happy and confident at the pre-school. They quickly engage with activities set up by staff prior to their arrival. The large hall is suitably arranged with child-sized tables and chairs near to the entrance where activities are placed to attract the children's attention. Further away is a large, open space in which children develop their physical abilities, using suitable toys. They spend much of each session choosing what they wish to do. They also have times when they come together in groups to participate in activities led by staff, such as reading books. Generally, staff interact suitably with children to support their learning.

Children make steady progress in their learning and development. They learn through a balance of supervised adult-led activities and free play in which they choose to follow their own interests. However, these activities are not always clearly linked to children's individual, developmental needs and next steps of learning. Children's progress is satisfactorily monitored by their key persons. Some observations are undertaken; however, these and assessment arrangements are not developed to effectively track, identify and plan for children's individual learning priorities.

Children develop their independence by organising their play and helping with some of the tidying up. They are able to ask for assistance when this is needed. There are some opportunities for children to play outdoors, depending on the weather. Children are developing a sound understanding of how to maintain a healthy lifestyle. They are supported in accessing the toilet and know when to wash their hands. Mid morning snacks are offered to children, when they choose from a small selection of fruit and have a choice of milk or water. Fresh water is available at all times and children can independently help themselves or ask a member of staff to pour from the jug. Parents provide children with packed lunches and mealtimes are sociable occasions when staff and children sit comfortably together and share conversation about their day.

Children with special educational needs and/or disabilities, and those who speak English as an additional language, are fully included in activities. The confidence with which the children enter pre-school demonstrates that they feel safe and secure so that they, generally, behave appropriately. They recognise routines and signals to bring them together for activities, including story times. However, the behaviour management policy is not consistently implemented by all staff to challenge children's inappropriate behaviour. Children are developing useful skills

for the future. For example, they access interactive toys and a computer when this is available and functioning. Children satisfactorily communicate their needs and feelings through sharing their knowledge and talking about what they are doing in their play. They enjoy books, especially when read by staff who enthusiastically use toys to encourage interaction from the children.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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