

# St Andrews with St Peters Pre-School

Weston Road, Weston Coyney, Stoke-on-Trent, Staffordshire, ST3 6HB

<b>Inspection date</b>	19/10/2012
Previous inspection date	28/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children make good progress from their starting points because experienced staff provide an interesting and challenging range of activities and resources across all areas of learning.
- Children are welcomed into this warm and bright environment where their personal, social and emotional needs are supported very well to help them become skilful communicators. All children are content and comfortable and display a strong sense of belonging and form positive relationships with others.
- Staff use positive teaching methods to extend children's learning and stimulate children's interests well to maintain their focus.

### It is not yet outstanding because

- The programme for mathematics does not consistently include increased practical opportunities for more able children to consider concepts, such as weight, measures and capacity and use numerals in their play.
- Staff do not provide enough opportunities for children who speak English as an additional language to develop and use their home language in their play and learning.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the play room and the outside learning environment.
- The inspector held meetings with the manager of the provision.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's development plan and a range of other documentation.
- The inspector also took account the views parents spoken to on the day and information and feedback from parent questionnaires.

## Inspector

Parm Sansoyer

## Full Report

### Information about the setting

St Andrews with St Peters Pre-School is run by a voluntary parent committee. It first opened in 1971 and was registered in 1993. It operates from the main hall and lounge room in St Andrews Church Hall, Weston Coyney. There is access to a secure outdoor play space.

Currently there are 12 children on roll, of whom, all are in the early years age group. The

setting is open each weekday from 9.30am until 12.30pm during term time only. The setting is in receipt of funding for the provision of free early years education for two, three and four-year-olds.

The setting is registered by Ofsted on the Early Years Register and supports children who speak English as an additional language. There are five members of staff employed working directly with the children, of whom, all hold a qualification at level 3 in early years. The pre-school receives support from the local authority and is a member of the Pre-School Learning Alliance.

### **What the setting needs to do to improve further**

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

- provide increased practical opportunities for more able children to freely use the sand and water to consider concepts, such as weight, measures and capacity and use numerals in their play
- provide increase opportunities for children with English as an additional language to develop and use their home language in their play and learning.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

A good range of planned, purposeful play and exploration for all children plays a key role in supporting and extending children learning and development. Regular observations and assessment of what the children do and like are used effectively to support and extend children's learning. All adults are deployed very well to support children's learning and their care needs. An effective key person system means adults know the children well and help all children feel fully included. Children who speak English as an additional language are supported well to help them initially settle and to learn English. However, staff do not place enough emphasis on valuing language diversity by providing opportunities for these children to develop and use their home language, such as, sharing rhymes, books and music in their play and learning.

Staff provide a good range of resources for children to build secure foundations for early literacy through having good opportunities to make marks, make sense of symbols and to recognise their own names. Circle time is used well to help more able children learn familiar words, such as, days of the week and months of the year and to link sounds and letters. Children develop a keen interest in books because staff are skilled in encouraging

children to enjoy stories. For example, a variety of interesting books are used which capture the children's interest and are made easily accessible. Children's communication and language is supported very well because staff skilfully engage children and provide time for them to develop spoken language and develop their listening skills through sharing conversations. For example, staff use the 'talk about box' which has variety of objects to capture the children's interests and the use of story sacks and puppets keeps children interested and engaged.

The children's understanding of the world is developing well to help them make sense of the world. They show a keen interest in the outdoors and changes in the environment in relation to the changing seasons. For example, children busily collect the fallen leaves for their Autumn display and carefully look at the changes in colour and texture. Others closely observe spider webs and their patterns and show a keen interest in living things. Children begin to gain an understanding of their own and others cultures and diversity through themed activities and by accessing a varied range of resources.

Staff provide good opportunities for children to seek patterns, count, sort and match through a range of games, puzzles and construction toys. Children begin to learn about early calculation as they happily participate in singing number rhymes and encouraged to problems solve during the daily routine. Sand and water play is made available and many children enjoy it as they pour and fill and play imaginatively. However, more able children have fewer opportunities to experience weighing, measuring and capacity and to work with use numerals in their play, to further extend their learning.

Staff provide a varied range of opportunities for children to express their creativity and imagination through using a variety of arts and crafts materials, small world toys and role play resources. For example, staff provide a broad range of opportunities for children to explore a variety of painting techniques and use their senses to explore resources, such as, dough, jelly, shaving foam and corn flour mixed with water.

### **The contribution of the early years provision to the well-being of children**

Children's personal, social and emotional development is supported very well. The positive relationships with the staff help children gain a real sense of belonging. They are developing their confidence well as they move around their environment and staff offer good support to get them all actively involved. Children achieve well because staff focus on supporting all of the children especially younger and less able children. They show very good levels of sustained interest in their chosen play and during adult-led activities. Staff include children's suggestions daily when planning for the following session and therefore, children enjoy their time.

Children develop good habits due to the routine and praise and encouragement they receive. Staff are consistent in their approach to behaviour management, which helps children learn right from wrong. Children learn how to stay safe through gentle reminders from staff on how to care for the environment, resources and each other. Staff organise the daily routine well to ensure children benefit from the access to fresh air and the outdoor environment to be active and physical. Children are provided with and enjoy a

healthy and nutritious snack and drinks.

Staff place a real emphasis on ensuring children are well prepared for transition to school. Links with the local feeder school in particular are very strong. For example, one session every term is held at the school which helps all children become familiar with the environment and the staff. Partnerships with other schools are strong and improving further as they work together to share photos of the school and staff and supply a sample uniform for children to become familiar and support a smooth transition.

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

The manager has a good overview of the educational programme ensuring an interesting and well-equipped environment. Positive teaching methods contribute to children making good progress in their learning and development. Secure monitoring systems ensure staff are supported well to build on their practice. Committee members work well to oversee the running of the group and offer challenge and support to the manager through monthly committee meetings.

There are clearly written policies, strategies and procedures in place to ensure the safeguarding and welfare of children. A designated team member who is knowledgeable about child protection issues takes a lead responsibility for safeguarding issues. All staff know and understand clearly their roles and responsibilities in relation to safeguarding children. There are effective procedures in place to ensure adults caring for children or having unsupervised access to them are suitable to do so. All the required records, policies and procedures are in place and update. A well-motivated staff team supervise children well and give good priority to keeping children safe, through conducting effective written risk assessments of the environment, which help secure children welfare and safety.

The manager is also involved with the care of the children and therefore, has a clear understanding about the service and overview of how to further improve the setting. Self-evaluation is accurate and realistic and involves the staff and parents. Therefore, outcomes for children are continuously improving. Good progress has been made since the last inspection and the action and recommendations raised have been fully addressed. For example, the daily record of attendance includes the time of arrival and departure and the record of risk assessment includes the date following any review. In addition, a free-flow system has been introduced for children to move between the indoor and outdoor environment, to further enhance their play opportunities.

Effective partnerships between staff, parents and their children means parents are kept well informed about the provision, curriculum and all aspects of their children's achievements and progress. Parents and carers spoken to on the day are positive about the setting and how quickly their children have settled and how happy they are. Informative well used notice boards, regular newsletters and information about the weekly topics, activities and how parents can further support learning at home, contributes well to helping children make good progress.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

Unique reference number	224725
Local authority	Stoke on Trent
Inspection number	818267
Type of provision	

<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	12
<b>Name of provider</b>	St Andrews With St Peters Preschool
<b>Date of previous inspection</b>	28/09/2011
<b>Telephone number</b>	01782 314270

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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