

St Peters Pre School CIC

St Peters Church Hall, St. Peters Church, Old Church Road, Harborne, BIRMINGHAM, B17 0BB

Inspection date

07/03/2013

Previous inspection date

29/06/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children play in a safe and secure environment because staff routinely check the premises and equipment for potential hazards and promptly take any necessary action to protect children.
- Children participate in a wide range of play and learning experiences that suitably foster their learning in all areas. Outdoor play is planned and provided at every session, and this enables children to discover and explore nature and develop physical skills.
- Staff plan and provide regular cookery activities for the children and these experiences are thoughtfully used to help children develop positive attitudes towards healthy eating.

It is not yet good because

- There is more scope to develop resources and activities that support children's communication and language skills and encourage them to read and write for a purpose.
- There is further scope to plan and provide more resources and experiences that help children accept and be proud of their home culture, and develop an awareness of other cultures.
- There is no clear focus on the monitoring, mentoring and coaching of staff. As a result, staff skills and knowledge are not enhanced or maximised to best effect regarding some activities, for example, at circle time.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the pre-school in both indoor and outdoor spaces.
- The inspector spoke with the pre-school managers and staff at appropriate times throughout the inspection.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector conducted a tour of the premises during the inspection.
- The inspector spoke to the children during the inspection.
- The inspector conducted a joint observation with one of the pre-school managers.

Inspector

Carol Johnson

Full Report

Information about the setting

St Peters Pre School was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from several rooms within St Peters Church Hall in Harborne and there is a fully enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children.

The pre-school employs seven members of childcare staff, plus a student. Of these, five hold appropriate early years qualifications at level 3 and one holds level 2.

The pre-school operates from Tuesday to Friday during term time only. Sessions are from 8.30am until 12.30pm, except for Wednesdays, when the session runs from 8.30am until 3pm. A breakfast and lunch club is offered from Tuesday to Friday within session times. Children attend for a variety of sessions. There are currently 24 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- enhance staff skills and knowledge by extending opportunities for staff to observe and learn from each other and expert colleagues regarding appropriate activities, for example, at circle time, and provide regular opportunities for staff to receive structured feedback on their practice
- develop the educational programmes for communication, language and literacy by sharing songs and rhymes in children's home languages, producing illustrated time lines of daily routines, and including more resources that encourage children to read and write for a purpose within role play areas.

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

- provide more resources and experiences that help children accept and be proud of their culture and those of others. For example, invite children and their families with experiences of living in other countries to bring in objects from their home cultures.

Inspection judgements

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

Children are making satisfactory progress as they participate in a variety of experiences that suitably support their all-round learning and development. For example, children express their creativity as they paint and use collage materials, and develop physical skills as they dance to music and play outdoors. Staff encourage children to explore their environment and provide a suitable variety of resources to support their play and learning. For example, a selection of fact and fiction books are easily accessible to children. As a result, they choose books independently and pick out their favourites to share with adults and other children. Staff have satisfactory teaching techniques. For example, they play along with children in the role play area; they encourage children's make-believe play and help them, as required, to put on and take off dressing-up clothes. Children re-enact familiar experiences and older children invite their friends to join their play. However, the role play area is not used to best effect as children do not have access to many resources that encourage them to read and write for a purpose. For example, the area is currently set up as a home kitchen but does not contain magazines or a notepad next to the pretend phone. Consequently, opportunities to maximise children's awareness of numbers and letters are not exploited.

Staff frequently observe children and gather and review information about their individual starting points, interests, needs and progress. This information is then shared amongst the whole staff team to inform planning and children's individual records. Key persons demonstrate a suitable knowledge of the children who are in their key groups and record appropriate information to inform children's progress checks at age two. They regularly talk to parents about their children's progress and provide some ideas for them to support and extend their children's learning at home and in the setting.

Staff plan and provide a range of activities to help prepare children for their future learning and transition to other settings. For example, children develop social skills as they learn to share, listen and follow instructions while playing board games. Furthermore, they learn to recognise their written names as they self-register using laminated name cards. However, the planning and delivery of experiences for children are not always accurately matched to their needs. For example, the newly established circle time is not yet fully engaging, supporting or challenging for all children. Circle time is a pre-planned group activity, led by one member of staff, and involves children of varying ages, interests and abilities. Staff are assigned to this activity on a rota basis and are still developing their confidence and skills in delivery. Consequently, some of the younger children and children with special educational needs and/or disabilities find the length of circle time too long and become easily distracted.

Staff, on the whole, interact well with the children. They encourage children to talk about things that interest them, and listen and respond appropriately. Consequently, children know that their comments are welcomed and valued. Staff ask children open-ended questions to extend their learning and actively encourage problem solving. For example, a group of four-year-old children attempting a jigsaw puzzle are encouraged by a member

of staff to consider which pieces go at the edge of the puzzle and why. Several children who speak English as an additional language attend the pre-school, and staff suitably support their communication and language skills. Staff model language and use gestures and facial expressions to help children understand what they are saying. Furthermore, they ask parents to share and write down some key words in children's home languages. However, activities and the environment do not always successfully support all children's confidence and communication skills. For example, staff do not share stories and songs in children's home languages or use visual timelines to help children understand and predict daily routines. Children learn about differences and similarities in people through everyday experiences and play. They have access to a range of resources that show positive images of the wider community, for example, some small world figures. However, opportunities are not exploited to help all children accept and be proud of their home cultures. For example, staff do not expressly encourage parents and children to bring in objects from their home cultures. This means that staff are not making the most of ways to raise everyone's awareness and understanding of cultural differences.

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

Staff are warm and approachable, and children are settled and confident in their surroundings. Consequently, there is a relaxed and happy atmosphere within the pre-school. Children have plenty of space to play and move freely between resources and activities. Staff set up the hall prior to sessions and put out a selection of resources from which children can make some independent choices. For example, children freely select various craft items from trays placed on tables near the creative area. They show independence as they put on their coats to go outside and a growing sense of responsibility as they help to tidy away toys. Developing friendships are evident between some of the children, and staff encourage children to show care and consideration for others. For example, staff role model good manners and encourage older children to help the younger ones. Children, on the whole, show by their actions that they are aware of the pre-school's rules and behaviour boundaries. For example, they do not run around indoors and, generally, share and take turns in their play.

Children develop positive attitudes towards a healthy lifestyle. They engage in regular physical exercise, and outdoor play is available at every session. Consequently, children receive plenty of fresh air and develop physical skills and confidence. Cookery activities are planned and provided on a weekly basis, and these promote children's awareness of healthy eating in a fun manner. Children prepare food using a range of healthy ingredients, and past activities include making fruit smoothies. Cookery sessions are also used to reinforce safety and hygiene routines; children learn to use tools and equipment safely and sensibly, and wash their hands before cooking. Children enjoy easy access to liquid soap and paper towels, and plastic steps help them to reach sinks and toilets. As a result, they develop independence with regards to their self-care. Staff accompany children to the toilet area, to ensure safety and security, and are at hand to provide support as necessary.

Strong links have been forged with local schools and other professionals involved in children's care and education. Some children attending the pre-school also attend a local

nursery school, and staff regularly exchange information with staff at the school. For example, they discuss children's achievements, any planned events and any concerns regarding children's behaviour. Consequently, staff are able to plan complementary experiences, and children's welfare and learning are supported. The pre-school has a well-established key person system and this helps children to settle and feel welcome. Key persons build trusting and supportive relationships with the children in their key groups and regularly liaise with parents. For example, key persons and parents regularly exchange information on children's welfare and progress. Also, key persons obtain clear entry information from parents with regard to their children's individual needs, interests and abilities. As a result, parents receive reassurance and regular information about their children, and children receive consistency of care.

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

Management demonstrate a suitable understanding of their responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. Children are safe and secure because staff follow safe practices and routinely check the environment for potential safety issues; they promptly take any necessary action to minimise risks. Staff demonstrate a satisfactory knowledge and understanding of child protection issues and know what to do should they have concerns. Required documentation is maintained appropriately and this suitably contributes to the safe and efficient management of the setting. All adults working in the setting are appropriately vetted and visitors are closely supervised.

Suitable systems are in place to evaluate, monitor and improve practice. Management are aware of some of the pre-school's strengths and weaknesses, and are keen to make improvements. For example, there are plans to develop a 'mud kitchen' in the outdoor area to enhance children's curiosity and their ability to investigate and explore using all of their senses. Staff meetings occur on a weekly basis and are used for planning and to discuss any practice issues. Management suitably observe staff, for example, to monitor their interaction and the effectiveness of the key person system. Additionally, managers model the delivery of some activities and feed back to staff on their performance. However, thorough monitoring of appropriate activities and regular modelling of good practice have yet to become firmly embedded features of practice. Consequently, opportunities to extend staff confidence, skills and knowledge are not maximised.

Suitable action has been taken to address the recommendations raised at the last inspection, and the pre-school demonstrates a satisfactory capacity for improvement. For example, staff observe on a more frequent basis and regularly refer to 'Development Matters in the Early Years Foundation Stage' for guidance. Furthermore, some additional resources have been purchased to enhance children's experiences.

Staff demonstrate a sound knowledge of how children develop and learn, and suitably evaluate children's progress and the experiences provided. Staff arrange meetings with parents to share their children's development records and discuss the next steps in their learning. Parents interviewed as part of the inspection describe how staff regularly speak

to them about their children's progress. Notice boards provide additional information and parents receive pre-school newsletters. Parents speak highly of the staff team. They particularly praise the staff's kindness and value the way that the pre-school enhances their children's behaviour and social skills. Additionally, parents remark on the good level of safety and security within the setting; they describe how they are regularly reminded about safe practices. For example, they say how staff ask them not to open the outer door to other adults. Also, parents know that they have to check that the main hall door is closed after they enter or leave. This ensures that children are unable to leave the building unsupervised and only known adults gain entry to the pre-school premises.

Management demonstrate a clear commitment to the professional development of staff. A wide range of training courses are attended by staff and help to extend their knowledge and understanding of relevant subjects. Several children attending the pre-school have special educational needs and/or disabilities, and key staff have received appropriate training. Staff work closely with parents of children with special educational needs and/or disabilities and relevant professionals; they discuss children's individual needs, share support strategies and set suitable targets for children's learning and development. Consequently, staff are able to provide appropriate support for such children and their parents.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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 action. 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	EY413644
Local authority	Birmingham
Inspection number	904897
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	24
Name of provider	St Peters Pre School CIC
Date of previous inspection	29/06/2011
Telephone number	01214278795

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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, which are usually the childminder's 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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