

St Peters Pre School

St Peters Church Hall, Baytree Road, Weston Super Mare, BS22 8HG

Inspection date	20/05/2014
Previous inspection date	04/11/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The staff team are effective in providing challenging learning experiences; children benefit from a range of activities that promote all seven areas of learning.
- Staff provide a warm and welcoming environment, as a result, children settle very quickly on arrival.
- Staff take effective steps in supporting children to acquire the necessary skills to help them learn and prepare for the next stage in their learning, especially school.
- There is an effective, well-established programme for supporting staff's professional development.

It is not yet outstanding because

- Staff do not actively encourage parents to share their feedback about their child's progress in assessment records and input towards any future improvement plans.
- Resources are not easily accessible at times, to encourage children to make free choices in their play and create opportunities to extend their independent 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
- 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.

Inspection activities

- The inspector observed activities in the main hall, foyer area and the outdoor learning environment.
- The inspector held a longer meeting with manager of the pre-school.
The inspector checked the evidence of suitability and qualifications of practitioners working with children including the pre-school's improvement plan and some daily documentation.
- The inspector took account of the views of the parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.

Inspector

Shahnaz Scully

Full report

Information about the setting

St Peters Pre-School has been registered since 2007. 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 pre-school opens five days a week during school term times from 9am to 12pm or 9am to 2.30pm including a lunch club. The pre-school is on the Early Years Register. At present, there are 55 children on roll. The pre-school receives funding for the provision of free early education for children aged two, 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 six members of staff, who work directly with the children. All staff hold appropriate early years qualifications at level 3. The manager has also achieved an early years degree and is qualified at level 6. The pre-school has established good links with local organisations and outside professionals to support children with additional needs.

What the setting needs to do to improve further

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

- increase opportunities for parents to contribute towards their child's assessment records and further engage them by seeking their views on any future improvement plans and events

- extend opportunities for children to fully explore their environment by making resources more accessible, therefore encouraging their independence skills and free choice in play.

Inspection judgements

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

Staff are effective in delivering the educational programme because of their secure understanding of how to meet the learning and development requirements. Consequently, all children are working within their expected developmental level, taking into account their starting points. Children with additional needs are making good progress; staff provide them with targeted support with help from outside professionals. Staff are effective in utilising individual play plans and interest sheets to identify children's next steps, which inform their weekly planning. Children's ongoing assessments are accurate and consistent. Staff record their achievements through daily observations. They track children's progress well to see where they best fit within their expected levels. The staff

use children's learning diaries to record their ongoing assessments and complete summary progress checks for children when they reach two-years-old. Parents are initially encouraged by staff to provide information about their children's interest at home when they first starting using All about me forms. However, staff do not actively encourage parents at times, to share their feedback about their child's progress within assessment records and progress checks.

The staff team are effective in providing challenging learning experiences. Children benefit from a range of activities that promote all seven areas of learning and development. Staff show a secure understanding of how to use a range of teaching strategies to engage all children in learning and consequently, make good progress. They communicate and model language well by showing and explaining items that children discover in their environment, such as woodlice and bugs from outdoors. Staff make use of opportunities to develop children's thinking skills by asking suitable open questions, for example, during group story time. Staff provide a good balance of child-initiated and adult-led experiences. For instance, staff lead a structured group session with a small group of children, where they play the game 'what's in the bag.' Children are encouraged to identify objects from the bag and making links to familiar songs. During the session, children learn to copy actions to songs, count objects and recall information. Staff use this opportunity to extend children's language well as they name the different items from the bag. Children benefit greatly from this social interaction as they learn to take turns, listen and follow instructions as well as build positive relationships with others.

Staff are taking effective steps in supporting children to acquire the skills to learn and helping them prepare for the next stage in their learning, especially school. For example, children are making good progress towards developing their early writing skills. Staff provide a range of opportunities that promote children's hand to eye coordination by using various size paint brushes, easy handle scissors, pencils and chinks. Children are given smaller objects to explore, to develop their pincer grip as they create patterns using marbles. Older children are making rapid progress in writing recognisable letters for their name and identifying letter sounds. Staff actively promote mathematical language during children's play and daily routine. They encourage children to count objects as they build towers out of wooden circular shapes and recognise numbers displayed around them.

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

Staff provide a warm and welcoming environment, as a result, children settle very quickly upon arrival. Each child is assigned a key person when they first start. The key person role is well-established; consequently, all children form strong bonds and secure emotional attachments with staff. Staff use visual timetables to help children understand the structure of the day so they feel secure and understand expectations. Staff provide children with clear guidance and work together to agree strategies for managing behaviour in a consistent way. Staff use conflict resolution techniques including quiet time for children to think and reflect. Children generally show kindness towards others and are respectful. Children learn to tolerate each other's difference and staff encourage children to recognise cultural differences. For instance, staff plan activities for World Day for

Cultural Diversity by introducing children to different music from around the world.

Children are gaining an understanding of taking risks through activities and staff encourage them to explore their environment. For example, children climb onto the outdoor dome-shape frame, reaching the top and then attempt to climb back down. Children are showing an understanding of keeping themselves safe and are familiar with the sound of the whistle, indicating they need to follow the fire drill evacuation practice. Staff give children clear messages about the importance of a healthy diet and physical exercise. They provide children with daily snacks including a variety of fruits and children are encouraged to access drinking water. Staff work positively with parents to promote nutritional items in packed lunches. Staff encourage children to exercise daily and have fresh air by providing regular access to the outdoor area. Children also join in with indoor keep fit sessions, where they move in different ways to music.

Staff encourage children to learn to be independent by managing their own personal needs. Staff support younger children through the stages of toilet training by working with parents to agree a suitable approach. The pre-school environment is well-resourced and stimulating both indoors and out. Staff provide play experiences which generally promote children's independence. However, some resources are not easily accessible at times, to encourage children to make free choices in their play and create opportunities to extend their independent learning. Staff are effective in emotionally preparing children for their transition to school. The pre-school is part of the link programme where parents and school teachers get together to discuss preparation for school and do visits with their child. Staff also update detailed transition records, which they pass onto the new school.

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

Staff have a good understanding of meeting the legal requirements for the Early Years Foundation Stage. The staff team work effectively together to ensure the educational programme helps all children to make good progress. The manager monitors planning and children's individual assessment records. She uses a tracking system to ensure progress is consistent and children are making steps towards meeting the early learning goals.

Safeguarding and welfare requirements are fully met and understood by all staff. The manager ensures all required documentation and suitability checks are in place for staff during the recruitment process. Safeguarding and child protection is one of the main focus areas, addressed during induction for new staff. Staff understand their role in implementing the safeguarding policy. They show they are knowledgeable about the procedures to follow and know what to do if they have a concern about a child. The manager regularly reviews and evaluates the safeguarding and child protection practices as part of the plan for improvement. Staff have attended safeguarding training and hold suitable first-aid qualifications.

There is an effective, well-established programme for supporting staff's professional development. Following the previous inspection, the manager has addressed one of the

recommendations by arranging behaviour management training to help staff develop their understanding on suitable strategies. Consequently, staff have improved their knowledge and practice and show they are consistently managing children's behaviour. The manager continues to monitor staff's performance through daily observations. She has been effective in the past, in tackling issues relating to under-performance. She regularly meets with staff for one-to-one supervision meetings where she provides ongoing guidance, support and identifies any training needs. The staff team show a real drive for improvement. The manager uses a quality improvement planner where she records any planned actions to overcome weaknesses. There are clear improvement plans in place and she uses an accurate self-evaluation, taking into account staff and children's views and occasionally parents. She recognises there is scope to further improve parent's feedback towards influencing any future plans for improvement.

The pre-school has established good links with external agencies and other providers that children use and attend. Staff work in partnership with outside professionals including the local authority early years advisor to meet children's needs. Parents are complementary of the pre-school and happy with the progress their children are making. Parents comments during the inspection includes, 'all staff are friendly and meet the needs of the variety of children' and 'I have had amazing support from the staff, they are caring and will always listen to any concerns.'

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY360760
Local authority	North Somerset
Inspection number	815444
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	34
Number of children on roll	55
Name of provider	Gillian Kay Palfrey
Date of previous inspection	04/11/2011
Telephone number	07963279251

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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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