

St Peter's Pre-School

St Peter's Church, St Peter's Church Lane, DROITWICH, Worcestershire, WR9 7AN

Inspection date	02/12/2014
Previous inspection date	24/03/2014

The quality and standards of the early years provision	This inspection:	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 really enjoy themselves. They are settled, confident and relish the inviting indoor surroundings. The manager and the staff skilfully enthuse children so they eagerly take part in activities and often imaginatively develop their own ideas for play.
- The manager and staff adeptly plan rewarding, relevant activities which enable them to effectively focus on children's learning priorities. They successfully prepare children for school ensuring they are purposeful, resourceful and usually articulate learners.
- Children are fully safeguarded. The committee, manager and staff follow their updated comprehensive procedures to ensure they minimise any risks of harm to children and take prompt, appropriate action if they have any concerns about a child's welfare.
- Strong partnerships with parents and carers ensure that children's care, learning and development needs are fully met. Parents also actively contribute to the effective organisation and management of the pre-school through their work on the committee.

It is not yet outstanding because

- The manager and staff are not always able to make the most of opportunities for children's learning outdoors due to uncertainty about the future of the pre-school's designated outside play area.
- Sometimes the manager and staff do not successfully direct their questions and explanations to less able or confident speakers to encourage their greater involvement in the many lively discussions.

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 pre-school room and during a walk in the churchyard and carried out a joint observation with the deputy manager.
- The inspector held meetings with the registered person, manager and deputy and spoke to the children and staff throughout the inspection.
- The inspector looked at and discussed children's assessment records, planning documentation and a sample of records and policies relating to their welfare, health and safety.
- The inspector checked evidence of suitability and qualifications of the staff working with children.
- The inspector looked at and discussed the pre-school's self-evaluation form and plans for improvement and took account of the views of parents and carers spoken to on the day.

Inspector

Rachel Wyatt

Full report

Information about the setting

St Peter's Pre-School opened in 1976 and is registered on the Early Years Register. It is managed by a committee of parents and carers. The pre-school operates from the church vestry adjacent to St Peter's Church in a residential area of Droitwich. It serves the local area and is accessible to all children. Children have access to a small enclosed outdoor play area. Further outside play is provided through local walks and visits to the adjacent playing fields and park. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens five days a week from 8.45am until 11.45am and 12.15pm until 3.15pm during term time only. Children attend for a variety of sessions. There are currently 19 children on roll who are in the early years age range. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of 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 further improve the quality of the early years provision the provider should:

- enrich children's learning by continuing to develop an exciting, well-resourced and challenging outdoor learning environment
- improve support for children who speak English as an additional language or who are less confident speakers so they are keen to join in discussions and further develop their expressive language.

Inspection judgements

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

Children enjoy learning and make good progress. The manager and the staff understand how children learn and how well they are developing as a result of their interactions with them and from their regular, accurate observations and assessments. They ensure they consistently involve parents and carers in reviewing their children's progress, including when they complete progress checks for children aged between two and three years. As a result the manager, staff and parents consistently have up-to-date information about how well children are developing and which aspects of their learning to focus on next. Robust assessment and tracking also ensure that any delays in a child's development are promptly identified and effectively addressed. The manager and staff have effective and professional relationships with other agencies such as the local inclusion team, health visitors and speech and language therapists. They all work effectively with parents and carers to promptly and appropriately assess and plan for those children with special

educational needs and/or disabilities or who speak English as an additional language.

The quality of teaching is good. The manager and staff ensure children develop the skills needed for their future learning, including starting school. They adeptly plan and organise fun, rewarding activities which reflect and build on children's individual learning priorities and interests. The manager and staff enthuse children so they are eager to join in activities, remain involved and are keen to do well. They are good role models, showing children that they gain new skills and have fun while learning. For example, staff and children thoroughly enjoy bending, stretching and moving in various ways to music. Children are also confident to express and develop their own ideas for play and the adults discreetly support them, for example, providing additional resources and making suggestions, but without taking over. For example, some children decide to act out a popular, traditional story. There is much excitement and activity as they plan and organise roles, props and tickets and seating for the audience. The staff skilfully act as facilitators enabling the children to be confident and imaginative as they narrate and act out the story which everyone enjoys.

Overall children are resourceful, articulate and purposeful learners. They relish opportunities to tackle practical problems using and comparing numbers, shapes and colours, for instance during routines or while taking part in fun board games and completing puzzles. There are many lively discussions during activities. Most children use very expressive language to develop their ideas, to describe what they are doing and to recall events. They confidently use language for thinking and working out solutions and readily ask and answer questions. They become skilled in recognising and using letters and sounds. The manager and staff, in the main, skilfully interact with children. They have a clear understanding of how well each child understands, listens and communicates. They usually apply well thought out strategies to promote the communication of children with speech and language delay or who speak English as an additional language. However, just occasionally the manager or staff miss opportunities to direct their questions or explanations to less confident or able speakers in order to check out their understanding and/or to involve them more in discussions.

Parents and carers are actively involved in their children's learning. Their views help the manager and the staff to assess and plan for children's starting points and interests. Thereafter, parents, carers and staff often exchange information about children's activities and achievements and discuss ways to further support their learning and development at home and at pre-school. Parents and carers are actively involved in reviewing their children's progress while they are at pre-school and in readiness for their move to school.

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

Children thrive at pre-school because the manager and staff ensure they know about and meet their individual health, dietary and care needs. They also create a most welcoming atmosphere where children settle quickly and are successfully helped to be emotionally and socially confident, including in readiness for school. The manager and staff are kind and approachable and receptive to children's different interests and ways of learning

which they reflect in the selection of toys and activities. They consistently encourage children's choices and help them to express and develop their ideas. Children feel appreciated, develop a strong sense of belonging and have close attachments to all the staff.

Children are effectively supported to form positive relationships and are well behaved. The manager and the staff ensure children know what is expected of them so they often discuss the pre-school 'golden rules' of behaviour and children explain the reasons for these. Children get on well with each other, sharing, taking turns and playing cooperatively. The manager and the staff create opportunities for them to enjoy each other's company for instance during relaxed and social snack and meal times. Children are also effectively supported to become increasingly independent in making choices and managing different aspects of their self-care. For example, they have opportunities to choose an activity for outdoor play. During meals and care routines, staff promote children's independence and encourage them to look after their possessions. For example, at snack time children spread butter on their toast, cut up fruit, often pour their drinks and help to tidy away afterwards. Staff sensitively encourage them to be more independent in going to the toilet, washing their hands properly and getting dressed for outdoor activities. The vibrant, well-resourced indoor learning environment encourages children to help themselves to toys and to imaginatively explore, discover and create. Good use is made of the church yard and nearby park to promote children's learning about the environment, their community and to ensure they can be physically active. However, although a small well-equipped area for children's outdoor learning was created after the last inspection this is not being used to full capacity at the moment due to queries relating to the location of boundary fencing.

The manager and staff fully understand their responsibility to promote children's good health and safety. During activities, discussions and routines children show they have a secure understanding of how to be healthy. They know why it is important to wash their hands properly, eat healthily and wear appropriate clothing and shoes according to the weather. Children enjoy being active, for example, relishing exercising to music and they show confidence and increasing control as they scoot, pedal and steer wheeled toys and trikes. The committee, manager and the staff ensure children are looked after in safe and secure surroundings. Robust risk assessments and regular safety checks are applied effectively to ensure the premises are free from hazards and that toys and equipment are in good condition. Children are taught how to behave safely and sensibly as they use toys, equipment and move around indoors and outside. For example, staff show children how to safely use knives during snack time and scissors during art, craft and making activities. Children help to keep play areas tidy, as they help to clear up after meals and to put away toys and games when they have finished using them.

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

Since the last inspection the registered person and the rest of the management committee have developed a sound understanding of their roles and responsibilities. They have

implemented effective arrangements for recruiting new committee members and to ensure they promptly complete suitability checks. There are effective arrangements for explaining their roles and responsibilities during good handover periods and through an appropriate induction programme. The manager and staff's roles have also been redefined, in particular to give the manager more time to monitor procedures and to mentor staff. More robust, consistent staff supervision arrangements enable the manager and staff to regularly review their work and to plan for their future individual professional development. There are now clear lines of accountability within the staff team and between them and the committee. They all meet regularly to support the effective organisation and management of the pre-school. This includes the registered person's involvement in recruiting new staff and in supporting the supervision and professional development of the manager. The management committee contribute to the ongoing monitoring and evaluation of the pre-school including completion of the most recent self-evaluation form and a recent review and update of policies and procedures. They and the staff team have clear plans for the further development of the pre-school. A current priority is to resolve the uncertainty regarding the status and boundaries of the designated outdoor play area. Overall, the committee and the dedicated, experienced manager and staff have become an enthusiastic, effective management team who ensure the smooth running of the pre-school and effective planning for its future development.

Children are fully safeguarded. Their behaviour, health and safety are carefully monitored by the manager and the staff who understand their responsibilities to protect children from harm. They attend regular training, discuss safeguarding issues and are kept informed of changes to local protocols and guidance. The manager and staff are supported in their work by the registered person who is the committee member with lead responsibility for safeguarding. She, the manager and the staff know what action to take if there are any concerns about a child's welfare or if an allegation is made against a member of staff or volunteer. They have Local Safeguarding Children Board guidance and procedures and a now accurate, comprehensive pre-school safeguarding policy to refer to. Children are further protected by comprehensive record keeping and information sharing between parents and carers and the manager and staff. As a result, all those working with children know who can have access to them, who can collect them and are alert to any unexplained changes in children's well-being and/or behaviour.

Strong partnerships with parents and carers ensure children's needs are fully understood and effectively met. They highlight their appreciation of the quality of the staff, the welcoming atmosphere, how much their children enjoy attending and how well they are progressing. Parents and carers feel well supported by the manager and staff, for instance appreciating their encouragement and practical guidance regarding managing different aspects of their children's development, behaviour and routines at home as well as at pre-school. They are well informed about how the pre-school operates and their child's time there and several of them serve on the management committee and/or help with fundraising. The manager and staff are proactive about making links with other day care settings attended by some children to ensure they have consistency and continuity. They also have good links with the schools children move on to, meeting with reception staff to discuss and pass on information about children's progress and next steps for learning. The manager and staff further support children's smooth transitions into full-time education by

focussing on aspects of school life during discussions, activities and routines.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	205223
Local authority	Worcestershire
Inspection number	968002
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	19
Name of provider	St Peter's Pre-School Committee
Date of previous inspection	24/03/2014
Telephone number	07980 070023

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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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