

St Peters & St Pauls Pre-School



St Peters & St Pauls Community Hall, Barnsley Road, Moorthorpe, West Yorkshire, WF9 2BJ

Inspection date	30 January 2015
Previous inspection date	22 June 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff provide a well-planned, interesting and challenging environment. As a result of good quality teaching, children are engaged and motivated to learn.
- Effective partnerships with parents are an integral part of the provision. This enables children to benefit from a supportive, coordinated approach to their care and learning.
- Children form secure attachments to the staff, which means they are confident, settled and keen to explore and learn.
- Staff work well together and there is a strong commitment to continuous improvement, with ambitious targets and action plans.

It is not yet outstanding because:

- Children are not fully supported during their transition from pre-school to school.
- Systems for monitoring staff performance are not sharply focussed enough, so that children's achievements are raised to the highest levels.

What the setting needs to do to improve further

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

- develop partnerships with local schools so that there is increased sharing of information about children's learning, prior to children starting school, in order to support their move to full-time education
- strengthen the monitoring of teaching practice further, for example, by introducing peer observations to support staff in achieving outstanding teaching practice, to benefit all children's learning and development.

Inspection activities

- The inspector observed children during play, focussed activities, outside play and snack times.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's observation and assessment records, the register of attendance and sampled other documentation, including evidence of suitability checks.
- The inspector checked evidence of staff qualifications and the provider's procedures for self-evaluation.

Inspector

Catherine Mather

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. Effective systems for planning and assessment result in children having good quality learning opportunities. Staff work hard to ensure that parents are involved in children's learning. For example, parents are encouraged to support children's learning both at home and in the pre-school. Targets and next steps in learning are regularly discussed with parents. Good emphasis is placed on children's personal, social and emotional development and their communication and language skills. For example, staff introduce children to phonics, focusing on letter sounds at the beginning of words, which children recognise and practise. Children's early writing skills develop well as they draw with pens and make marks in the sand using their fingers. They are excited to explore ice and notice how it changes as it begins to melt. The broad range of knowledge and skills they acquire prepares them well for school.

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

Children's emotional well-being is fostered through warm and positive interaction from staff. New children settle quickly as staff support them well and develop positive relationships with them. Children's transitions between home and the pre-school are well managed. However, effective partnerships with local schools are not in place, with regard to children moving onto full-time school. Children benefit from physical activities outdoors. For example, they take turns to ride on scooters and bikes. They manoeuvre them into the parking spaces, which are identified by the number on the vehicle. As a result, this also supports children's mathematical development. Children explore the outdoor area, where they enjoy using trowels to plant flowers and grow fruit and vegetables. Children harvest these and enjoy preparing them to eat. As a consequence, they learn about planting and growing, as well as developing an understanding of healthy food options.

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

The management team understand their role and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Safeguarding procedures are clear and all staff know what to do if they have concerns about children in their care. There are good systems in place for recruitment and induction procedures are robust. The management team work alongside staff on a daily basis. Effective monitoring systems to evaluate the educational programmes ensure children are progressing well. There are good systems in place to monitor the educational programmes. The management team are continually seeking ways to improve practice and the quality of care. However, there is further capacity to observe, reflect and improve on staff's quality of teaching by using strategies, such as peer-on-peer observations. Parents speak highly of the staff and praise the pre-school's standards of care and teaching.

Setting details

Unique reference number	322065
Local authority	Wakefield
Inspection number	868750
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	30
Name of provider	South Kirkby & Moorthorpe Town Council
Date of previous inspection	22 June 2009
Telephone number	01977 609743

St Peters and St Pauls Pre-School was registered in 2000. The pre-school employs five members of childcare staff, all of whom hold appropriate childcare qualifications at level 3 and above. The pre-school opens, from Monday to Friday, term time only. Sessions are, from 9.45am until 11.45am, and 12.30pm until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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