

# St Philip's Pre-School

St. Philip Neri Playgroup, The Cottage, Ellison Road, GATESHEAD, Tyne and Wear,  
NE8 2QU



## Inspection date

3 March 2015

Previous inspection date

14 January 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children make good progress. Staff observe and assess children's learning regularly in order to understand their current stage of development. This enables them to plan appropriate activities to challenge them and extend their learning even further.
- Children are very safe in the pre-school. Staff demonstrate a good understanding of how to keep children safe. They review risks in the environment regularly in order to maintain a safe and secure environment.
- The manager and her staff have a robust understanding of safeguarding procedures. This enables them to act promptly and effectively, should they have a concern about a child.
- Children are well-prepared emotionally when they move into their Reception year. This is because partnerships with the adjacent school are very good. A range of experiences are provided to introduce children to their new environment and to key members of staff.
- Partnerships with parents are good. Parents are well informed about their child's learning, and they are encouraged to share and support their child's learning at home.
- Children persevere in their learning. This is because staff give children the time to try things out for themselves, enabling them to solve simple problems.

### It is not yet outstanding because:

- There are times when some activities to help younger children learn about letters and sounds, exceed their experiences and level of understanding.
- There is scope to strengthen the good monitoring procedures, so that they have a consistent and sharp focus on the impact of teaching on raising children's achievement.

## What the setting needs to do to improve further

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

- strengthen monitoring procedures so that they are sharply focused on the impact of teaching on children's learning in order to raise children's achievements to the highest level
- consider how to develop the already good provision for literacy by implementing a more focused programme of letters and sounds so that it meets the needs of all children.

## Inspection activities

- The inspector viewed all parts of the pre-school accessed by children.
- The inspector checked evidence of suitability and qualifications of staff working with children, and discussed self-evaluation with the manager.
- The inspector observed teaching and learning activities in the pre-school room.
- The inspector took account of the views of parents and carers spoken to during the inspection.
- The inspector carried out a meeting with the manager of the pre-school and looked at and discussed a range of policies and procedures.

## Inspector

Elizabeth Fish

## Inspection findings

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

Children enjoy their time at pre-school, where teaching is good. Staff make good use of outside visitors to motivate children. For example, children eagerly play in the post office following a visit from their local post lady. They play together, writing messages to each other. A range of reading and mathematical activities are planned too. These support children's readiness for school. Children are generally provided with good opportunities to learn about letters. However, occasionally, some younger children are introduced to this activity before they are ready, which detracts from the purposefulness of it. Children who speak English as an additional language are generally supported effectively to learn new words. Staff use pictures to help children learn about the daily routine. They also use simple phrases, such as 'pretty red flower,' to describe what children are making. As a result, children learn new words rapidly.

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

Children have a good relationship with their key person. Staff know their children well and ensure children are given the level of support needed to enable them to be confident and motivated in the pre-school. Children have very good relationships with other children and play together very well. Children behave well throughout the session, staff provide gentle reminders, if required, and children develop a strong awareness of behavioural expectations. Children are supported well when they first begin attending pre-school. Staff arrange a number of introductory sessions for children to attend. During these sessions, staff are extremely supportive and on hand to help children as they learn the routines of the pre-school. These arrangements mean that staff successfully meet children's emotional and physical well-being. A stimulating environment is provided indoors. Children have daily access to the playground, where they enjoy a good range of physical activities.

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

The manager has a good understanding of the requirements of the Early Years Foundation Stage. She maintains a good overview of the educational programmes and holds regular discussions with staff to ensure they reflect children's interests and stage of development. The manager monitors assessments effectively and provides appropriate intervention when needed. She works alongside staff and maintains an overview of the quality of teaching. However, occasionally, opportunities are missed to raise children's achievements even further. For example, some staff occasionally use complex phrases, which not all children understand. Therefore, there is scope to strengthen the monitoring process by ensuring that it consistently focuses on the impact of teaching on children's learning. There are good supervision arrangements and training supports staff to improve their good practice. Areas for further development are identified, through consultation with staff and parents and are used well to set targets and drive improvement. The manager works well with external agencies, such as speech and language therapy services. This enables staff to meet children's individual needs effectively.

## Setting details

<b>Unique reference number</b>	EY388312
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	859097
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	18
<b>Number of children on roll</b>	28
<b>Name of provider</b>	St Philip's Pre-School
<b>Date of previous inspection</b>	14 January 2010
<b>Telephone number</b>	0191 461 1700

St Philips Pre-school was registered in 2008. The pre-school employs three members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens, Monday to Friday, term time only. Sessions are, from 8.45am until 11.45am and 12.15pm until 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language.

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