

# St Aidan's Pre-School

St Aidan's Church Hall, Southcoates Avenue, KINGSTON UPON HULL, HU9 3HF



|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 24 April 2015 |
| Previous inspection date | 14 May 2013   |

| <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

- Staff use good-quality teaching and provide rich and varied learning opportunities for children inside and outside. Children make independent choices in their play and their knowledge and skills are enhanced further by staff embracing children's interests. As a result, children are well prepared for their next stage in learning, such as school.
- Staff undertake well organised and thorough observations of children in play. The manager checks children's progress and ensures that any gaps in learning are planned for. As a result, children make good progress from their starting points.
- Children behave well and display good cooperative skills when playing together, therefore, establishing good relationships with each other. They are highly confident and children's physical and emotional well-being is effectively supported.
- Children with special educational needs and/or disabilities and their families are supported effectively because of early identification and intervention. Partnerships with parents, carers and other professionals are positive.
- Staff have a good knowledge of the safeguarding procedures. They know what they must do if they have a concern about a child in their care or the practice of a colleague. Consequently, children are safeguarded well at the pre-school.
- The manager has a good understanding of the requirements of the Early Years Foundation Stage. She shows a good commitment to driving improvement to enhance the outcomes for children's care and learning.

### It is not yet outstanding because:

- Occasionally, some staff do not exploit all opportunities to engage the quieter children in the group or adult-led activity. As a result, some valuable learning opportunities are missed.
- The current supervision strategies, which are used to improve teaching and evaluate the performance of staff, are not yet fully embedded.

## What the setting needs to do to improve further

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

- review the organisation of adult-led and group activities, so quieter children are also consistently supported to participate, in order to enrich all children's learning and development even further
- focus more precisely on evaluating the impact of teaching, for example, using observations of practice and supervision meetings to aid the performance of staff by sharing best practice to build upon children's good learning even further.

### Inspection activities

- The inspector observed activities in the main room as well as the outdoor play area. She also spoke to the children and staff members during the inspection.
- The inspector viewed a range of documents, including children's records, files containing observations, planning and tracking of children's progress.
- The inspector looked at evidence of the suitability and qualifications of staff working at the pre-school. She also looked at the pre-school's self-evaluation and a selection of policies and risk assessments.
- The inspector held meetings with the manager and carried out a joint observation with the manager.
- The inspector took account of the views of parents through discussion and their written feedback.

### Inspector

Caroline Stott

## Inspection findings

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

The staff team are qualified and experienced, and are confident in their teaching. They provide and promote a good range of activities to enhance children's learning and development from their interests. Children have free access to a wide range of toys and resources, which helps them to develop independence indoors and outside. Staff use good questioning to encourage children to think. For example, they ask children about a familiar storyline. Staff use props to support children's memory and anticipate key events. As a result, the majority of children develop good concentration and listening skills. However, sometimes, the quieter children sat on the edge of the group or adult-led activity, are missed by some staff. This means these quieter children are not always engaged by staff to ensure they also have the same opportunities in learning as the more confident children. Parents are kept well informed about the pre-school. They express positive comments about the staff and activities provided.

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

Staff provide a welcoming environment for children. Children enter the pre-school happily and eagerly engage in their play. Staff support children's emotional well-being by ensuring they settle into the pre-school at their own pace. For example, children place their comforters from home nearby while they play. Staff are deployed effectively, they ensure parents and children entering and leaving the pre-school are monitored. This also provides opportunities for parents to talk to staff and this helps children to feel emotionally secure. Staff follow clear hygiene practices when undertaking nappy changes. Parents provide packed lunches and staff sit with children over lunch and discuss their likes and dislikes. This helps children to adopt healthy lifestyles. Children have good opportunities to be active and engage in daily outdoor physical play.

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

There is a clear safeguarding policy. Staff understand the need to make safeguarding referrals in a timely manner. They maintain consistent safeguarding practices by ensuring they are effectively deployed at all times. Information about the child is stored securely and organised, so that it is accessed quickly. Policies and procedures, such as the accident policy and the complaints procedure, are also well maintained and reviewed regularly. Therefore, staff ensure children are safeguarded. The manager and staff work well together to review practice, in order to highlight their strengths and weaknesses. Staff are committed to attending training to improve their practice. This demonstrates a positive attitude towards continuous improvement. Some supervision meetings and observations of practice have been introduced. However, these are not yet fully embedded, to enhance the quality of teaching and children's learning even further. Partnerships with the local school and external agencies are established. This enables appropriate interventions to be sought for children. For example, documentation to support children, who speak English as an additional language, is effectively acquired with the aid of the local authority.

## Setting details

|                                    |                                 |
|------------------------------------|---------------------------------|
| <b>Unique reference number</b>     | 509995                          |
| <b>Local authority</b>             | Kingston upon Hull              |
| <b>Inspection number</b>           | 1012261                         |
| <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>      | 40                              |
| <b>Number of children on roll</b>  | 60                              |
| <b>Name of provider</b>            | St Aidan's Pre-School Committee |
| <b>Date of previous inspection</b> | 14 May 2013                     |
| <b>Telephone number</b>            | 01482 374433                    |

St Aidan's Pre-School was registered in 1984. The pre-school employs eight members of childcare staff. Of these, the manager holds an appropriate early years qualification at level 5 and six staff hold appropriate early years qualifications at level 3 and 4. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 11.30am and 12.30 until 3pm, with a lunch club in between sessions. It provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of children, who speak English as an additional language and children with special educational needs and/or disabilities.

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