

Stanground St. John's Pre-School



St. Johns Primary School, Chapel Street, Stanground, Peterborough,
Cambridgeshire, PE2 8JG

Inspection date

12 June 2015

Previous inspection date

7 July 2009

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Good	1 2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Children's emotional development is continually promoted as they develop warm, secure and trusting relationships with all staff. Settling-in procedures are highly effective to meet individual children's needs and, consequently, children are confident and demonstrate that they feel safe and secure.
- The quality of teaching is outstanding. Staff demonstrate an excellent knowledge of how children learn and provide a rich, varied and imaginative range of activities.
- The children's learning environment is highly stimulating, especially outdoors, which is very attractively resourced. Children are able to engage in a number of sensory play experiences. They use their feet to explore water and sit within the large sand pit to make their creations, using a wide variety of tools.
- Assessments of children's progress are extremely accurate and sharply focused. Very strong partnerships with parents and other professionals ensure children's individual needs are fully met and contribute to the rapid progress they make given their starting points. This ensures that each individual child is extremely well prepared for their next stage of learning, such as starting school.
- Excellent relationships with parents support a shared approach to children's learning and ensure they receive consistent support. The planning of activities is shared, with clear suggestions on how learning can be supported at home. Accurate reviews of children's progress are discussed, so that parents are aware of children's individual areas for development at all time.
- Managers are highly skilled and effective at constantly monitoring and evaluating all aspects of the pre-school, to inform continuous improvement. As a result, staff demonstrate exceptional practice that is worthy of sharing with other settings.

What the setting needs to do to improve further

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

- extend the already excellent activities within the outdoor areas, to provide even further opportunities for children to explore a more natural environment.

Inspection activities

- The inspector observed children's activities in the play room and outdoor learning environment.
- The inspector held a meeting with the manager and, at appropriate times, spoke to staff throughout the sessions.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability of staff working with children and the provider's self-evaluation documents.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Carly Mooney

Inspection findings

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

Children make excellent progress in their learning and development, due to the fantastic support and superb teaching by all staff. Activities capture children's interests and truly motivate them to learn. For example, children show excitement and curiosity when butterflies they have grown from caterpillars are released into the sky. This leads to lots of discussions and activities about butterflies, as children recall their knowledge of life cycles. The development of children's language is given high priority by all staff and they communicate extremely well with children. They ask questions in a variety of superb ways, to support thinking skills. Staff encourage older children to think about why sponges, when placed in water, do not float. Younger children explore resources, such as corks and pine cones in the water, and staff introduce new words, such as 'heavy' and 'light'. Excellent partnerships with the school are well established to provide a coordinated approach to children's learning.

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

An effective key-person system means that staff get to know children and their families extremely well. Staff are kind and loving and show true affection for the children in their care. Partnership working with other professionals is well established and used to support children with additional needs. Children show excellent familiarity with the structure and routines of the day, which establish expectations. Staff speak extensively about their key children and show a deep appreciation of their differing backgrounds. Staff have high expectations of behaviour. They confidently give children space to explore and test out boundaries. As a result, children are happy, relaxed and their behaviour is very good. The rich, stimulating outdoor area provides very good opportunities for children to be physically active. Children's self-care skills are promoted very well. For example, children understand that wearing sun cream will protect their skin from burning in the sun.

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

Professional development of all staff is supported extremely well. Regular supervisions and appraisals are also used as part of the ongoing reflection of the setting and its needs. As a result, staff are enthusiastic, motivated and morale is high. Staff are highly reflective in their practice and visually share their improvements and developments for the future with parents. Staff are highly motivated to attend professional training, which further enhances their already fantastic knowledge and skills. For example, some staff have attended training on forest schools. This knowledge is currently being implemented into plans to develop a new garden area with more natural, sensory experiences. Safeguarding is given the highest priority within the setting. Robust recruitment and induction procedures ensure that only those suitable to work with children do so. All staff have a secure understanding of local safeguarding procedures. Parents speak very highly of the pre-school and praise the fantastic staff.

Setting details

Unique reference number	256825
Local authority	Peterborough
Inspection number	864599
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	25
Number of children on roll	54
Name of provider	Stanground St. John's Pre-School Committee
Date of previous inspection	7 July 2009
Telephone number	01933417193

Stanground St John's Pre-School was registered in 1995. The pre-school employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and 3. The pre-school opens from Monday to Friday, term time only. Sessions run from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a small number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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