

St Peters Pre-School

St. Peters Catholic Church, Leicester Road, HINCKLEY, Leicestershire, LE10 1LW



Inspection date

23 June 2015

Previous inspection date

29 June 2011

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

- Children's emotional security is addressed well. Staff's relationships with children are good, and they are happy and settled.
- Partnerships with parents are effective. Parents share positive views about the provision and they are pleased with the progress that their children are making
- Staff assess and minimise potential risks effectively. They are aware of their responsibilities to protect children from abuse and neglect.
- Children's learning benefits from flexible use of the indoor and outdoor play space. Staff promote children's physical development well.
- Staff effectively extend older children's learning that sounds link to letters.
- Children's understanding of the local area is supported well by staff. They walk to the library and shops, and enjoy trips on public transport.
- Documentation required for the safe and efficient management of the Early Years Foundation Stage, and to ensure that the needs of all children are met, are well maintained and implemented.

It is not yet outstanding because:

- Staff do not consistently promote mathematical concepts and language while they support different play activities.
- Partnership with other early years providers are not maximised, in order to ensure continuity of learning for children who attend the pre-school and another setting.

What the setting needs to do to improve further

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

- extend children's mathematical development while they play with a range of resources and activities, for example, by encouraging them to compare size and volume when they play with containers in sand
- improve continuity of learning for children who attend the pre-school and other early years settings, by maximising partnership working with the other providers.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector spoke to the provider/manager, staff and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector checked evidence of staff members' suitability, qualifications and training.
- The inspector took into account of the views of the parents.

Inspector

Jan Burnet

Inspection findings

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

Staff ensure that children's learning builds on what they already know and can do. Children develop skills in readiness for school. They chat confidently with staff and with their friends. Some sign language is used effectively, by staff to further support children's communication development. Children are encouraged to explore and investigate. Outside they use magnifying glasses to look at ants that they have found. They say that while exploring the church grounds they find caterpillars. They notice the change as they mix their own play dough. Children enjoy outings, for example, to the local library and to the shops. While shopping, staff encourage children to learn about a range of different fruits and they use their mathematical knowledge, because they pay for their shopping. Staff encourage children to name colours and to count while they support children's play. However, some opportunities to extend mathematical learning are missed. Staff do not routinely encourage children to use mathematical language. Children pour their drinks and play in the sand with cups and buckets, but they do not talk about full or empty, or compare sizes. Children are challenged physically, because staff provide toys and tools for them to manipulate that are appropriate for their different stages of development.

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

Relationships between children and staff are strong. Parents provide clear information on their child's needs and staff address these needs well. Children's good health is protected because they are physically active. The outdoor play area is used effectively to support children's learning. They develop skills when staff organise games that promote hand-to-eye coordination. For example, they play with bats and balls, and a group of children are happy to take turns when staff challenge them to throw bean bags into hoops. Children behave well and their self-confidence is boosted by staff, through praise for their efforts and achievements. Their independence is promoted effectively. For example, they make decisions about whether to play with activities indoors or outdoors, and they manage their own self-care needs.

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

Children are safeguarded effectively. Recruitment and selection procedures are clear and vetting procedures for staff meet requirements. The provider ensures that staff keep their child protection knowledge up to date. The provider and the deputy observe staff members' practice, in order to discuss strengths and areas for improvement during supervision sessions. The deputy has completed a leadership and management module as part of gaining a foundation degree in early years. She is using the knowledge gained to extend the monitoring process, in order to ensure best practice for promoting children's learning. Partnerships with parents are strong. Staff ensure that in consultation with parents, additional support from other professionals is obtained when a child needs it. However, links with other settings attended by children are not strong enough to ensure that all work together to guarantee continuity for children.

Setting details

Unique reference number	EY412117
Local authority	Leicestershire
Inspection number	851255
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	25
Number of children on roll	30
Name of provider	Marina Brooks
Date of previous inspection	29 June 2011
Telephone number	01455457477

St. Peter's Pre-School was registered in 2010. It employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one is qualified at level 5. The pre-school operates term time only, Monday to Friday, and sessions are from 8.45am to 11.45am. The pre-school provides funded early education for two-, three- and four-year-old children.

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