

St Pauls Pre-School

St. Pauls Church, St. Pauls Hill, Winchester, Hampshire, SO22 5AB



Inspection date	30 June 2015
Previous inspection date	24 March 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	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

- The inspirational manager ensures that a firm ethos of having the very highest expectations of themselves and of what each child can achieve is embedded in the staff team.
- Children are eager to explore and learn in this vibrant pre-school. They have time and freedom to choose from a wealth of rich and stimulating activities and resources.
- The quality of teaching is of a consistently very high standard. Confident and highly qualified staff make the most of planned and spontaneous learning opportunities to help all children make rapid progress.
- Staff nurture the individuality of each child. They carefully tailor care routines and learning experiences for each child, always explaining to parents and carers what they are doing and why.
- Children form wonderfully warm relationships with caring staff who have a genuine interest in them. As a result, children become confident, highly independent and competent learners. They are prepared very well for their eventual move to school.
- Those involved in the pre-school contribute towards evaluating the quality of its service. Staff have addressed previous recommendations, and many exciting plans are well under way to help ensure the continuing development of this first-class pre-school.

What the setting needs to do to improve further

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

- deepen children's mathematical understanding by finding frequent opportunities for them to tally or record their findings
- make large-scale construction materials and other resources that can be used in different ways more readily accessible so that children can develop their ideas while these are still important to them.

Inspection activities

- The inspector observed children's play and staff interactions during indoor and outdoor play.
- The inspector spoke with children and members of staff at appropriate times during the inspection.
- The inspector discussed with the headteacher and the chairperson of the committee how they check the quality of care and learning in the pre-school. The inspector undertook a joint observation of a language activity with the manager.
- The inspector examined documents, including a sample of policies and procedures, children's assessments, records relating to health and safety, and evidence of staff suitability.
- The inspector took account of the views of parents spoken to at the inspection and from questionnaires.

Inspector

Rachel Edwards

Inspection findings

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

Throughout the day, children are utterly absorbed in their play. Staff give them time to explore and develop their own ideas but are always nearby to offer suggestions, question or add resources that enhance children's learning significantly. Staff have created rich learning environments, indoors and outdoors. Children who prefer to play outside have equally excellent opportunities to learn. Children acquire excellent social skills as they work together; for example, when moving logs to create a 'bug hotel'. They draw a sign to make sure others do not disturb the bugs. Highly skilled staff support children's speech development exceptionally well, often through specially planned activities, including stories. Staff accurately assess children's development so they promptly identify children at risk of falling behind. Through great teamwork with parents and outside professionals, they make sure that children get the help they need to narrow any gaps in learning.

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

Caring, attentive staff are extremely effective in helping children to feel emotionally secure. Children settle very quickly, allowing their personalities to shine through as they grow in confidence. Staff help children to recognise and cope with emotions. For example, they make up personalised stories to reassure anxious children. Children's behaviour is exemplary. Staff have very high expectations and a clear, consistent approach so that children understand what is expected of them. Staff work closely with parents to overcome any problems, and parents welcome their useful advice. Experienced staff keep children safe while allowing them freedom to explore and manage risks themselves. Children have an excellent understanding of healthy lifestyles. For example, they grow and harvest vegetables and take part in cooking activities that enhance their knowledge. Staff help children to understand that families differ in their special celebrations, for instance, children bake hot cross buns.

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

Regular training helps staff to understand and implement the exemplary arrangements to safeguard children. The leadership team focuses very strongly on the quality of teaching and the impact it has on children's learning. For example, staff research particular aspects of practice in more detail and share their expertise to improve everyone's already very strong practice. This helps drive up standards. The manager uses a range of ways to coach staff and encourage them to discuss and reflect on their teaching. There is an atmosphere of trust where every member of staff is valued. Extremely effective partnerships with parents, a range of outside agencies, local schools and other early years providers help staff to meet children's individual needs as well as possible.

Setting details

Unique reference number	109968
Local authority	Hampshire
Inspection number	835840
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	37
Name of provider	St Pauls Pre-school Committee
Date of previous inspection	24 March 2011
Telephone number	07879 645600

St Paul's Pre-school opened in 1981 and registered with Ofsted in 2001. It operates in a church hall in central Winchester. The pre-school opens during school terms from 9.15am until 2.15pm on Mondays, Tuesdays and Wednesdays, and from 9.15am until 1.15pm on Thursdays and Fridays. There is an option of collecting children at 12.15pm. The pre-school committee employs seven staff. The manager and another member of staff hold Early Years Professional Status. All other staff hold relevant qualifications, including three members of staff at level 3, an Early Years Teacher, a Qualified Teacher, a BA Hns in EY Education, and Foundation Degree in EY Education.

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