

Holton St Peter Pre-school

Holton & Blyford Village Hall, Lodge Road, Halesworth, Suffolk, IP19 8PL



Inspection date

17 July 2015

Previous inspection date

2 February 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted of changes to the members of the pre-school committee. This means that Ofsted is not aware of all persons who are responsible for the operation of the pre-school.
- Staff do not assess children's progress to provide an accurate picture of how well they are doing in relation to their starting points and their expected levels of development. As a result, the activities planned do not always provide sufficient challenge for all children so that they make good progress.
- Staff do not always seek sufficient details from parents about what their children know and can do when they first start at the pre-school.
- The process for observing staff practice has not been fully established to ensure that improvement to the quality of teaching is sustained and ongoing.
- The provider is not using robust self-evaluation to identify the priorities for development or to set challenging targets that will improve the quality of provision.

It has the following strengths

- Children develop warm relationships with their key person and other staff, who are welcoming and caring towards them. Staff are effective in helping children to settle happily into the pre-school.
- Staff have an appropriate understanding of procedures to follow if they have a concern about a child in their care as they have attended relevant training.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure ongoing assessment is consistently used to monitor and track children's progress and inform the planning of challenging activities that sharply focus on their individual learning needs, helping them to make the best possible progress.

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

- obtain more detailed information from parents about their children's capabilities on entry to the setting to inform precise initial assessments and promote more rapid progress from the outset
- strengthen the systems for monitoring staff performance and sharing staff skills and knowledge so that children receive the best teaching possible
- develop more rigorous and effective systems for self-evaluation to identify the priorities for development that will continuously improve the quality of provision for all children.

Inspection activities

- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the manager and spoke to staff throughout the inspection.
- 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 and qualifications of staff working with the children and the provider's procedures for self-evaluation.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Jacqui Oliver

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff have an appropriate understanding of how to implement the learning and development requirements. Parents share information about their children's interests and care needs when they first start attending the pre-school. However, staff do not always seek sufficient details from parents about their children's capabilities and levels of development. This means staff are unable to use this information to help them to establish children's starting points. Staff observe children as they play and have a general overview of their development. However, they do not always use this information effectively to monitor and track children's progress against all areas of their development. As a result, planned activities do not take into account children's individual needs to help them make the best possible progress. Children develop skills they need for future learning. They learn to count and are encouraged to use number language in their play. For example, they measure and weigh the ingredients in cooking activities.

The contribution of the early years provision to the well-being of children requires improvement

Children and their families receive a warm welcome at the pre-school. Children form secure attachments with the staff which effectively promotes their emotional well-being. Staff act as good role models and speak to children in a calm and respectful manner. They encourage and praise them when they do something well, which raises children's self-esteem. Children enjoy lots of fresh air and exercise in the outside play area and have nutritious snacks that support their good health. Children are independent in self-help skills and freely select their own toys. Staff are vigilant about the security of the children and carry out frequent risk assessments. However, the children's well-being is not fully promoted due to weaknesses in the leadership and management.

The effectiveness of the leadership and management of the early years provision requires improvement

The provider has not kept Ofsted fully informed of new committee members. However, the impact to children's welfare and safety is minimised as these persons do not have direct contact with children in the pre-school. The provider has also ensured that all committee members and staff have undergone the Disclosure and Barring Service checks to assess their suitability. Further recruitment and selection procedures also ensure that staff are suitably qualified and experienced for their roles. Staff have attended relevant training and know how to protect children in their daily practice. They understand the procedures to follow should they have any concerns about a child's welfare. Staff performance is monitored through supervision and annual appraisals. However, the manager has not yet had time to consolidate the new systems to drive good practice and support all staff's professional development. The manager has worked with the local authority to address the actions from the last inspection. The systems for self-evaluation are not yet fully developed to clearly demonstrate how further improvements will be achieved and how changes in practice will be sustained.

Setting details

Unique reference number	251520
Local authority	Suffolk
Inspection number	1006226
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	22
Name of provider	Holton St Peter Pre-School Committee
Date of previous inspection	2 February 2015
Telephone number	07979746476

Holton St Peter Pre-school was registered in 1973. It is managed by a voluntary committee. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from 9am until 3pm on Monday, Wednesday and Friday and from 9am until 12 noon on Tuesday, during term time. The pre-school provides funded early education for three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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