

# St Georges Pre-School

St Georges Church Hall, Bamford Street, Tamworth, Staffordshire, B77 2AS



## Inspection date

11 September 2015

Previous inspection date

9 December 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff work closely with parents and other professionals to understand, assess and meet children's individual care and learning needs well.
- Teaching is strong. The staff know what children enjoy doing and ensure the resources and activities reflect those interests. Consequently, children are curious, enjoy exploring and become engrossed in their learning.
- Staff are particularly focused on helping children to develop skills in their communication and language, physical and personal, social and emotional development. This results in children being well prepared for their next stage in learning.
- Leaders, managers and staff are reflective practitioners and are constantly seeking ways to improve and strengthen their practice. This means that children benefit from good quality learning experiences.

### It is not yet outstanding because:

- Some staff do not know the decisions made by the key person for some children's learning. This means children are not consistently being helped to make the highest level of achievement.
- At times, the way the routine and activities are organised, means that some key persons are not always available to help young children to settle into the pre-school. Therefore, some young children are not consistently enjoying the close emotional support from a familiar adult to join in with others.

## What the setting needs to do to improve further

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

- improve the sharing of children's learning priorities between key persons and the staff team so that everyone consistently supports all children to maintain the highest levels of achievement throughout the session
- organise the routine and deployment of staff better, so that all key persons have the time and opportunity to help all young children develop a close emotional attachment and to join in with others, when settling into the pre-school.

### Inspection activities

- The inspector observed the quality of teaching and children's learning during activities indoors and outdoors.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held meetings with the pre-school manager and the nominated person. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector spoke to some staff and children during the inspection.

### Inspector

Dianne Adams

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have completed training and know how to protect children from potential risks and from harm. Staff are recruited and vetted robustly, which ensures they are suitable to care for children. Leaders, managers and staff are well qualified and have high expectations. Through their good monitoring, they identify where teaching and children's learning can be further improved. Swift action is taken to provide training and support. Recommendations from the previous inspection have been addressed. There are clear procedures in place to help children to use all languages spoken at home in their play and learning. Parents demonstrate complete satisfaction in the quality of the pre-school. They comment on the friendly staff who go out of their way to meet the needs of the children and their families.

### Quality of teaching, learning and assessment is good

Staff regularly exchange information with parents and carers about children's learning observed at home and in the pre-school. This contributes to accurate assessments. However, information about children's learning priorities is not consistently shared with all staff working in the pre-school. As a result, children are not always highly challenged by staff to make the best possible progress in their learning. Staff are enthusiastic and their teaching motivates children to concentrate, to keep on trying and to enjoy success. Children enjoy being creative and develop their imaginations during role-play situations. Staff encourage children to explore numerals, to count and to use mathematical language for size, shape and measure.

### Personal development, behaviour and welfare are good

Care practices generally promote children's emotional well-being well. Overall, children enter the welcoming pre-school happily and settle quickly. Children show they feel safe and secure as they seek out their friends and engage well with adults. However, sometimes the key persons are not always available to help young children to settle into the pre-school. Consequently, some young children lack the reassurance from a special person to join in with others. Children make lots of decisions in their play. They choose to play indoors, or to participate in physical exercise while exploring the very interesting outdoor play areas. Children develop their self-awareness. They show pride and take satisfaction in sharing their achievements with others. Staff consistently model good behaviours and help children learn to contribute positively to the setting. Children cooperate and show respect for others. While reading stories, children learn the importance of being kind and why it is not safe to run inside or outdoors.

### Outcomes for children are good

All children make good progress and are developing the skills needed for school. Children sit, listen well and join in with singing, rhymes and stories. They confidently use language to engage with others and to share their ideas. Children are learning to be independent as they attend to their own toileting needs. Children's literacy skills are developing well. They enjoy reading and practising their writing skills.

## Setting details

<b>Unique reference number</b>	218234
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	854485
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	48
<b>Name of provider</b>	The Lichfield Diocesan Trust Committee
<b>Date of previous inspection</b>	9 December 2010
<b>Telephone number</b>	07505886380

St Georges Pre-School was registered in 1992 and operates under the governance of a voluntary management committee. The pre-school employs nine members of childcare staff, including the manager. Of these, eight hold appropriate early years qualifications at level 3. The pre-school opens between 8.30am until 3.30pm on Monday, Wednesday and Thursday and from 8.30am until 12.30pm on Tuesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

