

St Johns Pre-School

Park Street, Liverpool, Merseyside, L8 6QP



Inspection date

17 November 2015

Previous inspection date

16 May 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 know children well and provide good support for their individual needs. Children have formed close relationships with staff and this helps to support their emotional well-being.
- Staff have a secure understanding of the Early Years Foundation Stage. They plan and provide a broad range of activities and experiences to effectively promote children's development across the seven areas of learning.
- Staff complete a range of assessments, including the progress check for children aged between two and three years. These are used effectively to monitor children's progress and identify any gaps in learning. Children make good progress in their learning and development.
- Children's behaviour is well managed. Staff act as positive role models, providing children with praise and encouragement. They teach children how to take turns and share resources.
- Staff promote children's good health by providing healthy snacks and meals and regular opportunities to play outdoors in the fresh air.
- The manager is committed to regularly reviewing the provision and improving practice. She includes the views of parents and children in her evaluations and works closely with the staff team and management committee to drive for constant improvement.

It is not yet outstanding because:

- Staff have fewer opportunities to share best practice and learn from each other.
- The manager has not fully developed systems to share information about the learning and progress of children who attend other settings.

What the setting needs to do to improve further

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

- develop further opportunities for staff to learn from each other and share best practice, to raise the quality of provision to the highest standard
- improve strategies to support the effective sharing of information about children who attend other settings, to help ensure continuity in their learning and progress.

Inspection activities

- The inspector viewed all areas of the premises used by children, including the outdoor environment.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the self-evaluation, children's records, policies and procedures, and evidence of the suitability of staff working in the pre-school.

Inspector

Susan Hopper

Inspection findings

Effectiveness of the leadership and management is good

The manager is well qualified and experienced. The changes and improvements she has made since the last inspection have had a positive impact on the overall effectiveness of the pre-school. The manager analyses assessments of children's progress on a regular basis and addresses any areas of concern with staff, parents or other professionals. However, systems for sharing and improving staff practice have not been fully developed. Arrangements for safeguarding are effective. Staff have a secure understanding of their role in helping to keep children safe. They know what action to take should they have concerns about a child in their care. Robust recruitment procedures help to ensure that staff are safe and suitable to work with children. Parents are kept well informed about their children's progress and development. However, strategies to share information with other settings that children attend are less effective.

Quality of teaching, learning and assessment is good

Staff have a good understanding of child development and the individual learning needs of children in their care. They provide stimulating and challenging activities and experiences that interest children and motivate them to learn. Staff successfully support disabled children and those with special educational needs, and children who speak English as an additional language. This is through close partnership working with parents and external professionals. Staff work sensitively alongside children, engaging in conversations and providing appropriate support. Children have opportunities to practise their early writing skills and enjoy choosing books to share with a member of staff. Children practise their counting skills and recognise colours and shapes in singing activities. They have opportunities to explore their understanding of the world in role-play areas. Children develop their awareness of shapes and sizes as staff encourage them to talk about the different containers in their sand and water play.

Personal development, behaviour and welfare are good

Children are happy and very settled in the pre-school. They confidently explore the indoor and outdoor environments and make independent choices about what they want to do. Children demonstrate their sense of belonging as they enthusiastically help with routine tasks and confidently tidy away cups and plates after lunchtime. They learn how to respect each other and play cooperatively together as they take part in games and group activities. Children have regular opportunities to be physically active and to challenge themselves on the large play equipment outdoors. Staff effectively support children to develop their independence and self-care skills, appropriate to their age and stage of development.

Outcomes for children are good

Children are making good progress and are prepared well for the next stage in their learning, including starting school. Staff share detailed information with teachers and talk to children about school life. Parents praise the friendly, helpful staff and acknowledge the work of the staff in promoting their children's progress and development.

Setting details

Unique reference number	EY438858
Local authority	Liverpool
Inspection number	853960
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	30
Number of children on roll	30
Name of provider	St John's Management Committee
Date of previous inspection	16 May 2012
Telephone number	01517030833

St Johns Pre-School was originally registered in 1976 and registered again with the management committee for the charity in 2011. The pre-school employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and two hold foundation degrees. The pre-school opens Monday to Friday from 8.30am until 5pm, all year round, except for bank holidays and two weeks at Christmas. It provides funded early education for two-, three- and four-year-old children.

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