

# St Peter's Children's Centre



St Peter's C of E School, St Peter's Avenue, Cleethorpes, DN35 8LW

<b>Inspection date</b>	19 November 2015
Previous inspection date	25 October 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The manager and staff regularly and accurately assess and monitor children's progress. They identify any gaps in children's learning and put effective plans in place to address these.
- Staff have developed very successful ways to involve parents in what their children are learning, both in the nursery and at home. They liaise effectively with external professionals and other settings to ensure all children get the support they need.
- Children's well-being and confidence are high. They are sensitively supported as they move from one room to the next. This is helping them to be emotionally well prepared for their next stage in learning.
- The pre-school staff work closely with the reception teacher from the on-site school. They work together to support children's move into school to help them succeed well in future learning.
- The manager involves staff and parents in the evaluation of how well the nursery is doing and what it needs to do to improve further. Staff in each room have their own improvement plans and work well together to enrich their environment.

### It is not yet outstanding because:

- The manager does not focus the monitoring of staff practice on teaching with sufficient frequency to rapidly improve the good quality of teaching to an even higher level.
- Some adult-led activities are not planned well enough. Resources are either not appropriate for the children's level of development or readily available so that the children's interest is maintained.

## What the setting needs to do to improve further

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

- develop the monitoring of staff practice to include a sharper and more frequent focus on raising the good quality of teaching to a consistently higher level
- plan activities more effectively, ensuring that resources are appropriate and readily available so that all children who are involved remain engaged in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed joint observations with the nursery manager and room supervisors.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as training attended and evidence of the suitability of staff working in the nursery.
- The inspector spoke to the Reception teacher about the children's level of development and the accuracy of the assessments made by nursery staff.
- The inspector spoke to a small selection of parents, looked at their comments in children's learning files and took account of their views.

**Inspector**  
Kathy Kilner

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a thorough understanding of safeguarding procedures. This enables them to act promptly and effectively if they have a concern about the welfare of a child. The manager is ambitious and motivates the well-qualified staff team at staff meetings, appraisals and in regular supervision meetings. The feedback staff receive, however, is too focused on documentation rather than on improving teaching to further improve the already good outcomes for children. Partnership working with parents is a key strength of the nursery. Parents speak very highly of the care and learning opportunities that their children receive.

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

Staff make regular observations of children's significant new learning. They plan individual next steps that are meaningful, fun and motivate learning. Children with an interest in numbers and counting are invited to count claps and jumps as well as objects. Staff in the baby room note the noises the babies make and copy them, and the children repeat them back. Toddlers eagerly look at pictures and confidently make the sound and action that is associated with the picture. They look at a ball, make a patting action and say, 'Boing'. Older children explore a 'sound bag' with objects in that all begin with the same sound. This means that children's communication and literacy skills are very well supported. Staff are enthusiastic and responsive to children as they play. Toddlers tip crayons in and out of the tubs and are given further resources to support this learning. Older children tip water down the guttering. They get a cup and position it under a section of the slides so that they can catch the water as it pours down. They competently position the cup so that they catch all of the water. The staff's good planning of the learning environment supports children's thinking skills and assists good progress in all areas of learning.

### Personal development, behaviour and welfare are good

Children show that they are very settled. Babies snuggle into staff as they arrive, eager for a welcoming cuddle. Older children excitedly show staff objects that they have taken in to share. These are later incorporated into an activity, which helps boost children's self-esteem. Children are independent and well behaved. Older children serve their own nutritious food. They play harmoniously together because they understand the nursery rules and boundaries. A range of activities supports children's growing understanding of themselves and others in their community. Children are developing a good understanding of how to keep themselves safe. Staff question children sensitively to discover what they know about their hearts and the children begin to develop an understanding of how their bodies work.

### Outcomes for children are good

All children, including those in receipt of additional funding, are making good progress from their starting points. Children are developing key skills needed for school and future life. This includes disabled children and those with special educational needs, and those who speak English as an additional language. Additional funding is well utilised to buy resources to help give children the extra support they need.

## Setting details

<b>Unique reference number</b>	EY217322
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	855718
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	65
<b>Number of children on roll</b>	110
<b>Name of provider</b>	St Peter's Children's Centre Ltd
<b>Date of previous inspection</b>	25 October 2010
<b>Telephone number</b>	01472 290779

St Peter's Children's Centre was registered in 2002. The nursery employs 20 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 and above, including the manager, who has a degree in Early Childhood Studies and is a qualified Early Years Professional. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The nursery has four separate rooms, and the use of four different outside areas. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs and those who speak English as an additional language.

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