

# St Johns Pre-school

64 Larcom St, London SE17 1NQ



## Inspection date

8 October 2015

Previous inspection date

23 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Children enjoy their sessions at this warm, caring and inclusive pre-school. Key persons take time to get to know each child individually so they settle quickly and soon develop the confidence to join in activities.
- Good quality teaching supports children's learning effectively. Well-qualified staff use their regular observations to assess children's level of development accurately. Planning is well-targeted to develop individual children's skills and extend their learning.
- The staff team demonstrate clearly their commitment to promoting children's well-being. They work well with external agencies and professionals to ensure children are kept safe and are well supported in their learning and development.
- All children make good progress from their starting points, including those who speak English as an additional language and those who are receiving additional support.
- Relationships with parents are strong; their views are listened to and acted upon. Parents value weekly written reports about their child's progress. They contribute well to assessments of their child's development and are keen to extend learning at home.

### It is not yet outstanding because:

- Staff do not always fully extend the independence skills of the older and more confident children, particularly during snack times and in the art and craft area.
- The manager's monitoring of the progress made by different groups of children is at an early stage of development.

## What the setting needs to do to improve further

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

- extend the monitoring of children's progress to include a more detailed analysis of the progress made by different groups of children to make sure all children make the best progress possible
- enhance opportunities for children to increase their independence skills further and make their own choices, in particular during routine times and in the art and craft area.

### Inspection activities

- The inspector observed teaching and learning in both the morning and afternoon sessions.
- The inspector spoke with staff and children at appropriate times during the day.
- The inspector held meetings with the Chair of the Pre-school Committee and the manager.
- The inspector spoke with parents and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed a range of documentation including children's assessment records, planning, staff supervision records, evidence of staff suitability to work with children and samples of the pre-school's policies and procedures, including the safeguarding policy.

### Inspector

Marian Pearson HMI

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and managers are clear about their responsibilities to help keep children safe and promote their learning. Safeguarding arrangements are effective. All staff have regular training and are kept up-to-date with wider safeguarding issues; this ensures they have a good understanding of how to protect children from harm. The established staff team are enthusiastic about their work and strive to improve the quality of provision continuously. Supervision is supportive in helping staff to review their practice constructively. Children's views are respected. For example, children's first impressions of the newly refurbished role-play area are captured so staff can take these into account when evaluating the impact of the changes. Leaders and managers work with other professionals to make sure additional funding is used effectively to help children catch up with their friends.

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

Staff have a secure knowledge of children's needs and interests. Key persons complete detailed observations and assessments of children's learning and communicate regularly with parents. Children's next steps are clearly identified. Those who achieve their targets are quickly moved on in their learning. Staff work with children individually to check their understanding and make sure they are reaching typical levels of development in all areas. Staff show a sensitive understanding of when to offer help and when to stand back. For example, timid children are shown how to use the climbing frame safely and then given time to practise their skills to build their confidence. Staff use children's interests to extend their learning skilfully. For example, they help children to research mini-beasts on the computer and organise an outing to photograph insects in the local area.

### Personal development, behaviour and welfare are good

Children behave well and are keen and eager to learn. They cooperate well, inviting other children to sample their freshly made play dough 'cup cakes' at a party. Relationships with staff are well established and children readily seek a cuddle when they need some reassurance. Regular physical play sessions help children to learn how their bodies work and the need for a drink after exercise. These sessions are also used effectively to teach children how to listen carefully, respond to instructions and take turns. These skills, together with a carefully planned transition programme, ensure children are well prepared for their move to school. At times, such as during snack time and when children are in the art and craft area, staff do not extend children's learning and development fully. For example, by encouraging them to do things for themselves and make their own choices.

### Outcomes for children are good

Overall, children are working within typical levels of development for their age. Those who need additional help are identified quickly and support sought promptly. They make good or better progress and most catch up with other children by the time they leave the pre-school. The manager has started to identify and address gaps in the learning of different groups. For example, the creation of a construction area, linked to the theme of 'Three Little Pigs', successfully encourages boys to engage more in imaginative play. However, this tracking is not fully extended to assess the impact of provision for other groups.

## Setting details

<b>Unique reference number</b>	107639
<b>Local authority</b>	Southwark
<b>Inspection number</b>	1017436
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	22
<b>Name of provider</b>	St Johns Playgroup (Southwark) Committee
<b>Date of previous inspection</b>	23 October 2014
<b>Telephone number</b>	0207 358 3349

St Johns Pre-School registered in 1994 and is run by a management committee. It operates from the first floor of a community centre in Walworth. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school offers part-time provision each weekday during school term times from 8.45am to 11.45am and 12.30pm to 3.30pm or children can attend from 9.15am to 3pm. The pre-school supports children with disabled children and those with special educational needs and children who are learning to speak English as an additional language. It receives funding to provide free early education to children aged two, three and four years and is in receipt of Early Years Pupil Premium. The pre-school employs six members of staff who work directly with children, including the manager, five of whom hold appropriate early years qualifications.

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