

# St Peters Pre School CIC

St Peters Church Hall, St. Peters Church, Old Church Road, Harborne, BIRMINGHAM, B17 0BB



## Inspection date

Previous inspection date

4 December 2015

7 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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

- Staff know the children well and understand how they learn. Children make good progress in all aspects of their learning and development in readiness for school.
- Children enjoy attending this welcoming and friendly pre-school. Staff plan a broad range of activities, both indoors and outside, to promote children's enjoyment and achievement.
- Attention is given to promoting children's good health and well-being. Children have regular opportunities to play outside and benefit from being in the fresh air. They enjoy healthy snacks and learn to become independent and manage their own self-care needs.
- Parents speak highly of the group. They willingly attend sessions to share their culture and special events, which helps children to learn more about their community.

### It is not yet outstanding because:

- Parents are not always fully encouraged to share what they know about their children's learning at home, so that a more consistent approach can be established.
- Parents are not always sufficiently involved in the self-evaluation process to help ensure that any changes in the provision have a positive impact on the children who attend.

## What the setting needs to do to improve further

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

- develop methods to enable all parents to be more actively involved in their children's learning and development, so that they more effectively share information about what their child achieves at home
- obtain the views of parents when completing self-evaluation and use these to greater effect to identify priorities for improvement and further improve the outcomes for children.

### 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 a joint observation with the pre-school deputy.
- The inspector held a meeting with the pre-school management team.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector looked at a selection of children's records, policies and procedures, and a range of other documentation.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

### Inspector

Jennifer Turner

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The staff team is committed to promoting children's welfare. They understand their individual responsibilities to implement the safeguarding policies and procedures. All staff are aware of the possible signs and symptoms of abuse and have a clear understanding of the reporting requirements. The management team is vigilant and monitor the quality of teaching, observations, planning and assessment. This ensures children receive good support to develop the necessary skills for future learning. Appraisals, supervision and coaching are effective. A senior member of the team acts as a mentor and guides staff in planning and implementing good quality learning experiences for children.

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

The quality of teaching is good. Staff provide a wide range of planned and freely chosen play opportunities to enhance children's development. Children are progressing well towards the early learning goals. They independently talk about and use number, shape and colour in their play as they explore malleable dough. They develop their physical skills as they competently use rolling pins and cutters to make shapes and explore the glittery texture. Children play imaginatively as they use pots and pans to pretend they are making cakes in the mud kitchen. They collect water to draw on the walls and confidently write numbers and make marks. The pre-school makes good links with the local community. Children share harvest festival with the residents of a local elderly people's home. Staff place a good emphasis on promoting children's communication and language, including those who speak English as an additional language. While sharing books and reading stories, children begin to explore letters and sounds. This helps them to develop their literacy skills even further.

### Personal development, behaviour and welfare are good

Children are happy and confident within the setting. When they arrive, they quickly settle and separate from their parents. Children learn to respect and value each other's similarities and differences. A well-established key-person system helps children to form secure attachments with the staff. This promotes their emotional well-being and supports their next stage in learning and the eventual move to school. Children are exceptionally well behaved. Staff have high expectations for behaviour and set very clear boundaries which children understand. Children are praised and rewarded for their efforts and achievements. Each day a child is able to choose a special toy they would like out and a trophy is awarded to them. This boosts their confidence immensely. Parents highly value the good level of support given to them. They describe staff as friendly, very caring and state that the group has exceeded their expectations.

### Outcomes for children are good

Staff provide a welcoming and stimulating environment that interests and excites children. Children enjoy their time spent at the pre-school. Staff skilfully interact with children to help them develop their personal and social skills. This helps children acquire key skills and prepares them well for their move on to school.

## Setting details

<b>Unique reference number</b>	EY413644
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1028141
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	27
<b>Name of provider</b>	St Peters Pre School CIC
<b>Date of previous inspection</b>	7 March 2013
<b>Telephone number</b>	01214278795

St Peters Pre School CIC was registered in 1993. The pre-school operates from Tuesday to Friday during term time only. Sessions are from 8.30am until 12.30pm, except for Wednesdays when the session runs from 8.30am until 3pm. A breakfast and lunch club are offered from Tuesday to Friday within session times. The pre-school supports children who speak English as an additional language. There are eight staff who work with the children, all of whom hold appropriate early years qualification at level 2 or 3. One member of staff holds a teaching qualification.

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