

# St Pauls Pre-School

Invicta Community Hall, Strandfield Close, London, SE18 1LA



## Inspection date

18 January 2016

Previous inspection date

3 March 2015

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

- Management and staff have a very good understanding of how to support children who have special educational needs and help them make very good progress from their starting points.
- Management and staff have a good understanding of how to keep children safe. They provide an environment where children can play in safety, and know the procedures to follow if they have any concerns regarding children's welfare.
- Parents are well informed about all aspects of their children's care and learning. Staff ensure that parents know what the children are learning and encourage them to continue this learning at home.
- The effective key-person system encourages children to feel safe and secure. This helps children make strong bonds with the staff and develops their emotional well-being.

### It is not yet outstanding because:

- Staff do not always make available sufficient resources for older children to make marks with during their play to strengthen their early writing skills.
- Staff do not consistently make the most of opportunities to fully encourage and build on children's independence skills. For example, the organisation of snack sessions does not always encourage children to help prepare or serve their own food.

## What the setting needs to do to improve further

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

- extend opportunities for children to build on their early literacy and mark making skills
- make the most of opportunities for children to do things for themselves to build on their independence skills.

### Inspection activities

- The inspector looked at a sample of children's assessment records, planning documentation, evidence of suitability of staff and a range of other documentation, including policies and procedures.
- The inspector observed teaching and learning activities in both the indoor and outdoor learning environments.
- The inspector held discussions with the manager and spoke to staff throughout the day.
- The inspector spoke to parents on the day of the inspection.

### Inspector

Rachel Hurford

## Inspection findings

### Effectiveness of the leadership and management is good

Management and staff have a good understanding of the requirements of the Early Years Foundation Stage, and implement them effectively. They keep their knowledge and practice up to date, for example, they are aware of recent changes relating to safeguarding. The manager self-evaluates effectively and involves the views of the staff team, parents and children in the process to help her drive improvements. The manager works very closely with the qualified staff team and has a good understanding of their training needs. Staff share what they learn to improve the provision they provide. Safeguarding is effective. All staff have a good awareness of child protection concerns, including what to look for and where to report their concerns to safeguard children's welfare.

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

Staff carry out precise assessments of children's learning and monitor their progress well. This helps them ensure children are making good progress. Staff plan activities that build on what children already know and can do. They show interest in children's ideas and engage them in extended conversations and this helps develop effective communication skills. Through their good use of assessments staff identify any gaps in children's learning and plan to address these quickly. The manager and staff team have a very good knowledge of how to support children who have special educational needs. They support children and parents exceptionally well. For example, they know how and where to obtain the help needed to support children's individual needs. This support helps those children make very good progress in their learning.

### Personal development, behaviour and welfare are good

Children are happy and settled at the setting. Staff support children's emotional needs well and build strong relationships and bonds with them. Staff act as good role models to encourage children's positive behaviour. Staff work in partnership with parents, which helps them to know and understand children's individual care needs well. They support children in developing their social skills well. Staff support children's physical well-being, such as during their play indoors and outdoors. They provide outdoor activities every day to help ensure children get fresh air. They explore the local community through trips to the local park and shops. Staff encourage good hygiene practices and provide a clean environment for children to play in.

### Outcomes for children are good

The children are making good or better progress in relation to their starting points. Children are actively engaged in activities and are independent learners, and this helps them become very prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	509586
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	1008755
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	19
<b>Name of provider</b>	St Pauls Pre-School Committee
<b>Date of previous inspection</b>	3 March 2015
<b>Telephone number</b>	0208 317 7809

St Paul's Pre-school registered in 1986. The pre-school operates in a community hall in the London Borough of Greenwich. It runs sessional care from 8.30am to 2.30pm, Monday to Friday, term time only. The pre-school employs five staff who work directly with the children; of these, four members of staff hold a relevant qualification at level 3 and one holds a relevant qualification at level 2. The pre-school is in receipt of funding for the provision of free early education children aged two, three and four years.

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