

St Peters Pre School

St Peters Pre School, Pedmore Lane, STOURBRIDGE, West Midlands, DY9 0SW



Inspection date

21 January 2016

Previous inspection date

19 January 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 staff help children to be well prepared for school and the next stage in their learning. They plan a good range of challenging activities to encourage children to develop positive attitudes towards learning. Children make good progress.
- Children form secure attachments with the staff. They are happy and settled and show confidence in the staff's care.
- Parents are pleased with the care and education provided for their children. They are confident that their children are well cared for in a safe and stimulating environment. They appreciate the friendly nature of all members of staff.
- Partnerships with other professionals are very strong. Staff liaise effectively with external agencies and local schools and nurseries. They work extremely well together to ensure that all children receive the support they need. This makes a strong contribution to meeting children's individual needs.
- The management team has a good overview of the pre-school, staff practice, quality of teaching and the progress children make. Self-evaluation is used well to drive continuous improvement.

It is not yet outstanding because:

- Staff do not offer children many opportunities to explore and extend their understanding of early technology.
- Parents are not routinely encouraged to share information regarding children's learning at home.

What the setting needs to do to improve further

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

- enhance opportunities for children to further develop their early technology skills
- provide more opportunities for parents to share what they know about their children's learning at home.

Inspection activities

- The inspector viewed the premises and observed activities indoors and outdoors. She viewed the quality of teaching during the activities and assessed the impact this has on children's learning.
- The inspector spoke to children and staff during the inspection and completed a joint observation with the managers.
- The inspector held discussions with the managers. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting. The inspector also looked at children's learning records and sampled policies and procedures.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Karen Cooper

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff know the procedures to follow if they are concerned about a child. Children are well supervised and staff always ensure they work within ratios. Staff work well together and a knowledgeable management team effectively leads this dedicated and committed group of staff. There are effective systems in place to monitor teaching practice and children's progress. Staff are well supported and appraisals are effectively used to plan for their professional development. All staff are qualified and use their knowledge gained through training, so that children make good progress. Staff share detailed information with parents about the setting. Self-evaluation is accurate and includes the views of parents and children.

Quality of teaching, learning and assessment is good

Staff make precise assessments of children's learning and make good use of the information obtained from their observations to support their progress. For example, boys love to play with cars and construction sets. The staff use these interests as effective opportunities to help children learn about mathematical concepts and promote their simple problem solving. They ask children appropriate questions to extend their language development and encourage younger children to repeat simple words to promote their speaking skills. All children enjoy opportunities to enhance their literacy skills. They listen to favourite stories and are learning to sit and concentrate in readiness for when they move on to school. Good opportunities are provided for children to express their creativity. They enjoy creating seasonal pictures and use their imagination well. Children show their curiosity as they learn about the effect that the cold weather has on outdoor plants. They investigate using magnifying glasses and notice the changes with awe and wonder as they discover about the natural world. The staff keep parents informed of the progress their child is making.

Personal development, behaviour and welfare are good

Children's social and emotional well-being are promoted well. Staff gather information about children's home lives when they first start and ensure their differences and similarities are promoted. Children behave well. The staff teach them to take turns, share and use their good manners. They praise and encourage children frequently. This promotes children's self-esteem and helps develop their confidence. Staff provide good levels of support and effectively group children with key persons in small groups. This enables both the staff and children to build positive relationships and get to know each other well. Children learn about keeping themselves healthy. They are provided with a variety of nutritious snacks and learn about good hygiene routines. Children have regular access to the outdoor play area. They develop great physical skill as they blow and chase bubbles and relish being active in the fresh air.

Outcomes for children are good

Children are ready for school when the time comes. They develop the basic skills they need for moving on to school and any gaps in their learning are closing quickly.

Setting details

Unique reference number	EY224997
Local authority	Dudley
Inspection number	848230
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	33
Name of provider	St Peter's Pre-School Committee
Date of previous inspection	19 January 2010
Telephone number	01562 88 22 47

St Peters Pre School was originally registered in 1985. The pre-school opens each weekday from 9am to 12 noon during term time. Six staff are employed to work with the children, all of whom hold appropriate early years qualifications at level 2 or 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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