

# St Paul's Pre-School

St Pauls Church Hall, Ashby High Street, Scunthorpe, DN16 2ND



## Inspection date

Previous inspection date

24 February 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Partnerships with parents have a positive impact on children's learning and development. There are good two-way systems for sharing information about their needs and achievements. Staff keep parents well informed about how their children are developing and give them ideas on how to support their learning at home.
- Staff effectively meet the needs of disabled children and those with special educational needs. Additional support is put in place quickly, when required, to ensure children make consistent progress from their starting points. They are helped to take small steps in their learning to ensure they are secure in their knowledge and skills development.
- Children enjoy playing with a wide variety of good quality toys and materials. Activities are based on children's interests and the environment supports their play and learning particularly well. Children explore freely, use their imagination and make good progress over time.
- Staff help children lead a healthy lifestyle. Children have many opportunities to be physically active and have access to plenty of fresh air and exercise. Staff encourage children to eat healthily and support them to learn about good dental hygiene practices and to keep themselves safe.

### It is not yet outstanding because:

- The overview of different groups of children's progress is not being fully used to identify any variations in learning, so that future initiatives can be targeted to ensure all children make the best possible progress.
- Staff's ongoing professional development is not monitored sufficiently to identify the impact it has on improving outcomes for children.

## What the setting needs to do to improve further

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

- make better use of information about the progress of different groups of children and precisely target teaching to address any variations, so that all children are fully supported to make outstanding progress
- identify the impact of training and professional development opportunities on outcomes for children, monitoring new approaches to determine how to raise their level of achievement even higher.

### 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 manager.
- The inspector held a meeting with the pre-school manager. He looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector looked at children's records, planning and documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

### Inspector

Peter Towner

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is well qualified and successfully leads the pre-school. She works alongside her staff team, offering support and guidance so that teaching is consistently good. However, the manager is not monitoring the impact of current professional development. Therefore, she is not identifying whether this is having a positive impact on outcomes for children to precisely target ongoing training needs. A recently devised system provides the manager with an overview of different groups of children's progress. However, this information is not yet used to full effect to enable the manager to plan future approaches to teaching. Safeguarding is effective. Staff are secure in their knowledge and understand their roles and responsibilities in protecting children. Self-evaluation is accurate and both staff and parents are asked for their views on the setting. This helps to identify areas for improvement that are relevant to the children who attend.

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

Staff know their key children well and skilfully guide learning to meet their individual needs and interests. They accurately assess children's starting points, working closely with parents. Staff use this information to successfully identify and plan learning opportunities linked to what each child needs to learn next. Language skills and mathematical development are promoted effectively. For example, staff model language as children mix ingredients into play dough. Staff provide an ongoing commentary and introduce mathematical concepts as children identify shapes, size, weights and quantities. The routines of the day are also used well to provide children with learning opportunities.

### Personal development, behaviour and welfare are good

Children play and explore with confidence. They develop a positive sense of themselves and are keen learners. Staff establish secure relationships with children and parents as part of the settling-in process. Behaviour is good. Children are involved in making the rules and staff are consistent in their expectations about what is good and acceptable behaviour. Children quickly learn to become independent in meeting their own needs. They learn about the importance of hygiene routines, washing hands after being outside and before meals. Children have a wide range of opportunities to learn about other people and communities beyond their own immediate experiences. They learn about traditions from different cultures and customs, expanding their understanding of the wider world.

### Outcomes for children are good

All children progress well from their starting points, including those who receive funded education, disabled children and those with special educational needs. Children are well prepared for their next stage of learning. They are working at the level of development that is typical for their age and have developed the skills and attitudes to help them become successful learners in their future education and, where appropriate, school.

## Setting details

<b>Unique reference number</b>	EY475708
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	968425
<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>	24
<b>Number of children on roll</b>	29
<b>Name of provider</b>	St Paul's Pre School Ashby Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07941 359992

St Paul's Pre-School was registered in 2014. The pre-school employs five members of childcare staff, of whom all hold appropriate early years qualifications, one at level 2, three at level 3 and the manager holds a level 5 qualification. The pre-school opens Monday, Tuesday, Wednesday and Friday during term time. Sessions are from 9.15am until 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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