

St John's Pre-School

St John's Church Hall, Birdsfoot Lane, LUTON, LU3 2DN



Inspection date

9 March 2016

Previous inspection date

22 June 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 implement purposeful teaching techniques. Their improved use of assessments means that children enjoy activities that are securely informed by their interests and developmental needs. Children are positive about their play and develop skills that will support them when they start school.
- The manager and deputy manager use very good methods to monitor children's progress, quickly addressing any weaker areas. The introduction of additional activities to support children's understanding of the world around them means that this area is now much improved.
- Staff work sensitively with each child, helping them to appreciate and respect each other and to work harmoniously together. Children develop good social skills and show a mature approach to communicating and expressing themselves.
- The manager supervises staff well and supports them in attending training and putting any new knowledge into practice. For example, staff now use small-group work to help children, particularly those who have special educational needs, develop their attention and listening skills.
- Improved procedures enable parents to share information with staff about their children's initial abilities and ongoing development. Staff provide parents with individual leaflets that include summaries of children's development and ideas for parents to extend their children's learning at home.

It is not yet outstanding because:

- Staff sometimes miss spontaneous opportunities to build on and extend children's mathematical skills and knowledge.
- Although children enjoy a wide range of learning opportunities indoors, staff do not plan enough rich and varied experiences for children who prefer to learn outside.

What the setting needs to do to improve further

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

- make the most of spontaneous opportunities to encourage children to use and develop their mathematical skills
- provide more opportunities for children who prefer to learn outdoors.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector held meetings with the pre-school manager who is also the nominated person. She looked at relevant documentation, such as, the pre-school's self-evaluation, safeguarding procedures and evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Kelly Eyre

Inspection findings

Effectiveness of the leadership and management is good

The manager draws on her higher qualification and shares her skills. She has developed a practical training programme, enabling staff to refresh and improve their knowledge. Staff work together to evaluate their practice. They seek feedback from parents so that they have a good overview and make relevant improvements. They work well with other childcare settings, ensuring that children are not upset as they move between settings and their learning is not interrupted. The arrangements for safeguarding are effective. Staff maintain a good knowledge in this respect and are fully aware of the process for reporting any concerns about children's welfare. Daily safety measures, such as the emergency evacuation procedures, are frequently reviewed, thus contributing to children's safety.

Quality of teaching, learning and assessment is good

Staff make good use of their initial and ongoing assessments of children to plan activities that promote their development. They use children's interests as a way of extending their learning. For example, children enjoy exploring the superhero box. They become engrossed as they read associated comics and books and learn to write the name of their favourite character. Staff use creative methods to encourage children to think further and to support them in developing their language skills. For example, a staff member shows a small group of children some unusual objects. The children try to name these and think of different uses for them. Children enjoy looking at the written numbers displayed around the room. They copy these and quickly learn to recognise numerals. However, staff do not always make the most of daily opportunities as they arise, to extend children's mathematical knowledge and build on their understanding of what numbers mean.

Personal development, behaviour and welfare are good

Staff pay attention to ensuring that they fully understand the needs of each child. Children respond to their caring, positive approach and quickly build secure relationships with their key person and other staff. Children eagerly participate in activities that promote their physical development, such as an energetic session where they move to music. Staff offer children lots of praise and encouragement. They help them to understand and celebrate their achievements. Children proudly talk with staff and other children about what they have been doing. Staff effectively promote children's sense of self-esteem and confidence. They help them to develop a positive emotional outlook that will support them when they start school. Staff offer children clear explanations which help them to learn about assessing risks and keeping themselves safe.

Outcomes for children are good

Well-planned activities and good interactions between staff and children help to ensure that all children make good progress. Staff support children well, helping them to develop skills that underpin their ability to learn and prepare them for school. Staff make good use of a variety of methods to support children in extending their speech. For example, children and staff use signing alongside talk throughout daily play. This particularly enables children who speak English as an additional language to communicate and they make good progress in developing their language skills.

Setting details

Unique reference number	105213
Local authority	Luton
Inspection number	874715
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	36
Number of children on roll	42
Name of provider	Julie Margaret Dyer
Date of previous inspection	22 June 2010
Telephone number	07939 010 808

St John's Pre-School opened in 1974. The pre-school employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including the manager who holds a level 6 qualification. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 12 noon, with additional sessions from 12.45pm to 3.15pm on Tuesday, Wednesday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children. They provide care for children who speak English as an additional language.

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