

St Pauls Pre-School

Saint Paul's Church Hall, Seale Street, Chester Green, Derby, Derbyshire, DE1 3RT



Inspection date

17 June 2016

Previous inspection date

7 January 2016

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|------------|---|
| | Previous inspection: | Inadequate | 4 |
| 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

- Children form secure emotional attachments with staff and benefit greatly from a nurturing and welcoming environment. Enthusiastic staff celebrate children's achievements effectively. Children demonstrate they are confident, happy and settled.
- Overall, teaching is good. Children are making good progress in their learning. Staff know the children well. They assess children's stage of development accurately and use the information they gather to identify the children's next steps in learning effectively.
- Partnership working with parents is excellent. Staff strive to involve parents and the local school in children's learning and development, in order to help promote continuity successfully. Staff keep parents well informed about their children's development. Parents speak very highly of the pre-school and value the ideas they receive to help support children's ongoing care and learning at home.
- Staff use a range of strategies to help promote children's communication and language well. They adapt activities effectively for children who speak English as an additional language. Older children are articulate and develop the confidence to initiate and participate in conversation.
- Staff provide clear messages that help to promote children's understanding about how to stay healthy.

It is not yet outstanding because:

- Staff do not consistently adapt teaching practice during story time to help promote older children's involvement and concentration.
- The organisation of the equipment outside stops children who prefer to play outside from extending their physical development.

What the setting needs to do to improve further

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

- develop story time, so that older children use their listening and concentration skills even more effectively
- review the way the equipment and resources are set up outside so that children, especially those who prefer outside play, can increase their physical skills to a higher level.

Inspection activities

- The inspector spoke to the children and staff at convenient times throughout the inspection. She also held discussions with the manager and chair of the committee.
- The inspector observed activities indoors and outside, including story and lunchtime.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment and learning records, and planning documentation.
- The inspector spoke to a small selection of parents and carers during the inspection and took account of their views.
- The inspector checked evidence of the suitability and qualifications of staff working with the children. She sampled some of the policies and procedures, and the pre-school's action plan.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

The manager demonstrates a strong commitment to promoting a high-quality provision. She, the staff and committee have worked hard, in partnership with the local authority, to make many sustained improvements. They have addressed the actions and recommendations raised at the last inspection. Regular meetings and self-evaluation help ensure that outcomes for children improve. The manager fully supports staff to promote their professional development. Staff attend regular training that helps improve their teaching skills further. The manager and staff routinely monitor children's progress. They take prompt action to close emerging gaps and identify individual children who may need extra support. Safeguarding is effective. Management and staff regularly update their knowledge of child protection issues. There are robust recruitment and vetting procedures in place that ensure only those suitable to work with children do so. Staff confidently demonstrate knowledge of what to do if they have a concern about a child.

Quality of teaching, learning and assessment is good

Staff are well qualified, experienced and understand that children learn through play. They provide a wide range of challenging activities that helps children to think. They use their knowledge to motivate and enthuse children's learning. Staff understand the different ways in which children learn, providing resources and activities that appeal to their interests. Staff enhance children's problem-solving skills through many opportunities. For example, children eagerly explore water and fill and empty containers to find out how to make bubbles. Staff teach children basic mathematical concepts well. For example, children sort and match objects and items, name shapes, colours, and count in routines. Staff inspire children through their positive interaction and receptive approach to their ideas. They promote children's understanding of the world effectively. Children demonstrate this as they hunt for worms and talk about butterflies.

Personal development, behaviour and welfare are good

Children are happy and very well cared for. They learn about each other's backgrounds and lifestyles. They learn about their wider community and regularly visit the park, local shops and local school. Staff teach children how to keep safe from a young age. Staff know the children well and understand children's needs effectively. Younger children especially benefit from the calm and caring environment staff provide. Children develop good social skills and relate well to the people around them. They consider each other's feelings and play cooperatively together. Children behave well. Staff encourage children to be aware of leading a healthy lifestyle. Staff help children to be aware of the changes in preparation for moving on to a different setting when the time comes.

Outcomes for children are good

All children, including funded children, are progressing well given their starting points. They are acquiring most key skills for their move to school. They are keen learners and have a positive attitude to learning. They persevere with tasks, are willing to have a go and show pride in their achievements. Children are growing in independence and develop good social skills. Older children are developing good mathematical skills.

Setting details

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|--|---|
| Unique reference number | EY395637 |
| Local authority | Derby, City of |
| Inspection number | 1035951 |
| 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 | 20 |
| Number of children on roll | 16 |
| Name of registered person | St Pauls Pre-School Playgroup Committee |
| Registered person unique reference number | RP909617 |
| Date of previous inspection | 7 January 2016 |
| Telephone number | 01332347375 or 07803246488 |

St Pauls Pre-School was registered in 2009. The pre-school opens on Tuesday, Thursday and Friday during term time. Sessions are from 9am until 3.30pm. The pre-school also provides a breakfast club on Tuesday from 8.30am until 9am and other days as requested. The pre-school provides after-school care from 3.30pm until 4pm as requested. The pre-school employs two members of childcare staff, including the manager. One holds an early years qualification at level 3 and the manager has early years professional status. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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