

# St Andrews with St Peters Preschool

375 Weston Road, STOKE-ON-TRENT, ST3 6HB



## Inspection date

30 June 2016

Previous inspection date

19 October 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The assessments of children's stages of development do not always reflect what they can do and are not always carried out in a timely manner. Therefore, planning does not always focus precisely on what children need to learn next or where they need the most support.
- Volunteer staff, who are included in the ratios, are not informed about younger children they are supporting so that they can provide the individual attention that children need.

### It has the following strengths

- The new manager regularly reflects on the effectiveness of the indoor and outdoor learning environment. Staff provide children with exciting opportunities to develop in all the areas of learning while outdoors. Children are able to lead their own play as they move around freely between inside and outside, enabling them to be physically active.
- There are positive relationships with parents, schools and other professionals, including with those who support children who have special educational needs or disability. This means there is a shared approach to children's care and learning.
- Staff provide children with verbal reassurance, smiles and praise. They play alongside children and support them as they try out something new, promoting children's self-confidence.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	<b>Due Date</b>
■ ensure that effective assessment procedures are followed so that children's next steps in learning are precisely identified and planned for to promote good progress	30/07/2016
■ ensure that the deployment of volunteer staff is effective so that they have precise instructions about their roles and responsibilities in supporting a specified small group of children.	30/07/2016

### Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and chairperson of the committee. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of parents and children spoken to on the day and from information included in the pre-school's own parent survey.

### Inspector

Linda Yates

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. There is an effective, up-to-date safeguarding policy. Staff are aware of the procedure they must follow if they have any concerns that a child is suffering from abuse. Staffing arrangements ensure children are supervised appropriately. Risk assessments are carried out regularly and are reviewed to ensure safe practices, in order to protect children from harm. Staff use a range of different communication methods to keep parents informed about their child's experience at pre-school. Staff practice is monitored and any training needs are identified. However, children's assessments are not accurate enough to ensure that activities are consistently tailored to meet children's learning needs.

### **Quality of teaching, learning and assessment requires improvement**

Teaching is not consistently good. Staff do not always have all the information they need to effectively plan for the next steps in children's learning. As a result, some children are not achieving their full potential. Nevertheless, children do take part in a range of enjoyable activities. They stick and glue using a selection of collage materials. They are encouraged to explore colour, texture and shape and to use their imagination. During such activities, staff develop children's communication skills, introduce new vocabulary and use questions that challenge children to think. Children develop positive relationships with community members. The local firefighters and police officers visit the pre-school and spend time with the children, showing them their special protective clothing and equipment.

### **Personal development, behaviour and welfare require improvement**

The deployment of the volunteer staff, who are included in the ratios, is ineffective. They are not informed of their roles and responsibilities and are not made aware of the key children they are supporting. As a result, younger children do not always get the support and attention that they require. This does not have a significant impact on children, as the volunteer staff are only included in the ratios when employed staff are absent. Strategies for managing children's behaviour include positive reinforcement, in order to promote their self-esteem. Meals and snacks provided for children are nutritious and well balanced.

### **Outcomes for children require improvement**

Children do not always make good enough progress in their learning from their starting points, although they do gain some of the basic skills they need to be ready for school. For example, children who speak English as an additional language are suitably supported. They have opportunities to speak their home language within the pre-school, enabling them to make links with the English vocabulary they are learning.

## Setting details

<b>Unique reference number</b>	224725
<b>Local authority</b>	Stoke on Trent
<b>Inspection number</b>	1054990
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	St Andrews with St Peters Pre-school Committee
<b>Registered person unique reference number</b>	RP902086
<b>Date of previous inspection</b>	19 October 2012
<b>Telephone number</b>	01782 314270

St Andrews with St Peters Preschool was registered in 1993 and is managed by a not-for-profit, incorporated voluntary association. The pre-school employs five members of childcare staff. Of these, one holds early years professional status, two hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2. The pre-school opens Monday to Friday during term time only and sessions are from 8.15am until 2.30pm. It supports a number of children who speak English as an additional language and children who have special educational needs or disability.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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