

# Little Saints Preschool

St. Josephs Catholic Primary School, Leavale Road, STOURBRIDGE, West Midlands,  
DY8 2DT



## Inspection date

Previous inspection date

5 October 2016

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Leaders and managers fully understand their roles and responsibilities. A broad range of documents, policies, procedures and records is used effectively. This helps to ensure that children's safety, welfare and learning is well promoted.
- Staff are warm, friendly and fun. They get to know children well and sensitively ensure their individual needs are met. Children always benefit from exactly what they need during the day. They are happy and settled.
- The environment is bright, stimulating and well organised. Children access a wide range of resources, activities and experiences. Children are motivated to play and explore. They demonstrate that they enjoy attending.
- Staff understand how children learn and are knowledgeable in their roles. Children who have special educational needs or disability benefit from the help and support they need. All children make good progress in their learning.
- Staff work with parents, other providers and a range of professionals in different ways. A two-way flow of information is established about children's care and learning. Children benefit from good continuity between the different settings they attend.

### It is not yet outstanding because:

- The management team does not yet rigorously analyse the impact of any early years pupil premium funding on children's attainment. The team does not reflect carefully on how the funding is used to help promote all children's progress as much as possible.
- Self-evaluation is not yet ambitious enough. Managers do not consistently include staff in setting clear targets for future development to raise the standard even further.

## What the setting needs to do to improve further

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

- rigorously monitor the impact of any early years pupil premium funding on children's progress and use the information to reflect carefully on how it is used to help promote all children's attainment as much as possible
- strengthen self-evaluation and consistently include staff in setting more ambitious targets for future development to help raise the standard of the setting to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the managers of the pre-school.
- The inspector held a meeting with the pre-school management team. 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 spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff are knowledgeable about child protection issues. They know how to act appropriately should they have any concerns about a child's welfare. Staff teach children about keeping themselves safe. They talk to children about safety and encourage them to take part in risk assessing the environment, in order to ensure any potential hazards are minimised. This helps to protect children from harm. The majority of staff are well qualified. Staff are supervised. Managers observe their practice and ensure they benefit from frequent one-to-one meetings. Staff are offered a variety of training opportunities to enhance their knowledge and skills. This has a positive impact on the good quality care and education children benefit from.

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

The quality of teaching is good. Staff have good expectations of children's abilities. They provide activities and experiences that help promote the next steps in children's learning. For example, children benefit from plenty of opportunities to be creative and use their imaginations. Children build with a variety of construction materials. They paint and explore shaving foam. They also use role play equipment to engage in pretend play, such as being parents or going to the shops. Staff play with children at their level. They ask questions and encourage children to share their ideas. Staff show children what to do and encourage them to expand their play in groups. Managers have an overview of the progress individual children make. This helps to ensure no child falls behind.

### Personal development, behaviour and welfare are good

Children learn about the importance of living healthy lifestyles. For example, staff ensure children benefit from plenty of fresh air and encourage exercise. Children enjoy taking part in sporting activities, such as football. They learn to skilfully control a ball while moving in different ways. This helps to build on their physical skills. Children's social and emotional well-being are promoted. Staff ensure children follow the simple behaviour expectations within the setting. They teach children about the importance of respecting the environment, playing well with others and being kind. Children enjoy the responsibility of helping their teachers with small tasks, such as tidying up. Staff are positive and encouraging. Children display high levels of self-esteem.

### Outcomes for children are good

All children progress well in their development. Children are confident and independent. They can select activities and use resources without help. They also learn to manage their care needs when they are ready. Children develop good communication and language skills. They can listen in small groups, concentrate for extended periods of time and express themselves. Older children's literacy and mathematical skills are developing well. Children can count beyond 10 and are beginning to recognise numbers and shapes. Children join in when reading stories with their teachers. They enjoy making marks using a variety of materials. They are beginning to recognise letters and can spell out their own names. Children are gaining all the skills required for the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY482560
<b>Local authority</b>	Dudley
<b>Inspection number</b>	989643
<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>	3 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Little Saints Preschool Stourbridge Management Committee Ltd.
<b>Registered person unique reference number</b>	RP534066
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01384 350359

Little Saints Preschool was registered in 2014. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above. The pre-school operates Monday to Friday, term time only. Sessions are from 8.45am until 3.30pm. The pre-school provides funded early education for three- and four-year-old children. The pre-school supports children who have special educational needs or disability.

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