

St Peters Pre School

St Peters Church Hall, Baytree Road, Weston Super Mare, BS22 8HG



Inspection date 11 January 2017
Previous inspection date 20 May 2014

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

- Overall, the quality of teaching is of a good standard and this helps children make consistently good progress. Managers use funding well to support all children. They plan and provide opportunities and activities that children find exciting and interesting.
- Managers and staff develop good partnerships with parents and other professionals. Children experience a coordinated approach to their needs and this is particularly effective for children who are learning English as an additional language.
- Supervision and appraisal meetings help the manager to monitor the work of her team effectively. She identifies training programmes which have a direct and positive impact on outcomes for children. For example, following training staff have improved their storytelling abilities and children now get involved in making their own puppets and props.
- Staff and managers use tracking systems to monitor children's development. Assessment and observations of children's play help staff identify any gaps in children's progress. Staff make effective plans which help children catch up.

It is not yet outstanding because:

- Staff have not fully considered the impact of the daily routine on children's experiences and this sometimes interrupts their learning.
- Staff do not consistently recognise opportunities that arise to fully extend and support children's early writing skills.

What the setting needs to do to improve further

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

- consider the impact of the daily routine on children's learning experiences so that they are able to fully develop their ideas while they play without being unnecessarily interrupted
- make more consistent use of opportunities to support and extend children's early writing skills.

Inspection activities

- The inspector observed staff's interactions with children across the setting.
- The inspector talked to children and parents and took their views into account.
- The inspector looked at documentation, including children's learning journals and the safeguarding policy.
- The inspector conducted a joint observation and a leadership and management meeting.

Inspector

Angela Cogan

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have attended training to keep their knowledge up to date. They understand the signs and symptoms that may indicate concerns about children's welfare. Overall, managers are good at evaluating the provision and make effective and well-considered changes. For example, the manager has focused on collecting a wide range of interesting and varied materials which appeal to children's imaginations and encourage them to think about how and why things happen. Managers and staff work well with other settings and this helps to ensure all important information is received and acted upon. This is particularly effective for children who have special educational needs and/or disabilities. Managers and staff provide an exciting learning environment where each child's individual needs are well met.

Quality of teaching, learning and assessment is good

Staff use their qualifications and experience to help them support children's learning. Staff are skilled at extending children's understanding. For example, they help children to think about the size of feathers and how far they might travel when they blow on them. Children get lots of fresh air and physical play opportunities. For example, they negotiate space on wheeled toys and build a wall with big bricks. Staff have a well-developed understanding of the different ways in which children learn. They provide activities which appeal to children's curiosity. For example, children combine play dough and sand, and they tell stories and use their imaginations well.

Personal development, behaviour and welfare are good

Children are kind and helpful, and they behave really well. Children form firm relationships with their special key person and this helps them settle easily. For example, children who have only attended for a short time understand the routine and are happy to stay and play without their parents. Staff are in tune with children's emotional needs. They help children resolve conflict and develop their understanding of the importance of sharing. Children have well-developed social skills. They celebrate festivals from a range of cultures and learn about the important customs of their friends and families.

Outcomes for children are good

Children play with enthusiasm and independence. They explore, find out and ask questions while they play. Children work well independently. For example, they use toy animals to make up stories as part of their literacy development. Children develop skills that will help them as they move on to school. For example, they chop up their own apple and cucumber at snack time and take responsibility for pouring their own drinks.

Setting details

Unique reference number	EY360760
Local authority	North Somerset
Inspection number	1068845
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	33
Name of registered person	Gillian Kay Palfrey
Registered person unique reference number	RP903229
Date of previous inspection	20 May 2014
Telephone number	07963279251

St Peters Pre School has been registered since 2007. It operates from a church hall in the Milton area of Weston-super-Mare, North Somerset. The pre-school opens five days a week during school term times from 9am to midday or 9am to 2.30pm, including a lunch club. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are six members of staff who work directly with the children. All staff hold appropriate early years qualifications at level 2 and above. The manager has an early years degree and is qualified at level 6.

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