

St Peter's Early Years

Memorial Hall Playing Fields, Marsh Lane, Farndon, NEWARK, Nottinghamshire,
NG24 3SZ



Inspection date

Previous inspection date

18 January 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The pre-school is led by an experienced manager who demonstrates a strong commitment to improving the quality of the provision even further. Her team is well organised and deployed effectively throughout the building. They understand how to keep children safe and healthy.
- Activities are well thought through and interesting for children. Staff interact enthusiastically with children as they play. The outdoor area is inviting and resourced well. Children benefit from plenty of fresh air and enjoy being active.
- Children behave well at pre-school. They respond positively to the familiar routines and structures of the day. Staff remind children of the rules that are in place within the pre-school. This supports their understanding of what is acceptable behaviour.
- Children who have special educational needs are supported effectively. Staff work alongside other professionals to support children's learning needs in order to help them make good progress.
- Staff are kind and caring towards children. They get to know children and their family background well. They take into account children's individual needs. This supports children's emotional well-being.

It is not yet outstanding because:

- The manager has not yet fully implemented arrangements for observing and developing the quality of teaching across the pre-school.
- Staff do not always use information from observations to identify as precisely as possible what children need to learn next.
- On occasions, staff miss opportunities to promote children's deeper thinking skills.

What the setting needs to do to improve further

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

- build on the current arrangements for monitoring and developing the quality of teaching
- make the most of what is known about children's individual abilities, so that teaching can focus even more precisely on what they need to learn next
- support staff to recognise opportunities where they could build on children's deeper thinking skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She talked to the pre-school's local authority adviser and the chair of the committee. She looked at relevant documentation including evidence of the suitability of staff working in the pre-school and those of the pre-school committee.
- The inspector held discussions with a number of different parents during the inspection and took account of all of their views.

Inspector

Josie Mapes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager has worked with children for many years and has a sound knowledge and understanding of how to keep children safe. She ensures that her team completes regular safeguarding training in order to keep up to date with any changes in legislation. Staff work closely with other professionals to support children's needs. They share information and work together on strategies to promote children's good progress. Children with fluctuating attendance are closely monitored by the management team in partnership with the local authority. Strong partnerships with the feeder primary school help to support children with their future move on to school. The manager ensures that all of the staff working with children are well qualified. Robust procedures are in place for the recruitment of staff. Staff receive regular appraisals, in order to ensure that they remain suitable to be working with children.

Quality of teaching, learning and assessment is good

Teaching is planned well across all areas of learning. Staff ensure that there is a wide range of activities available for children on a daily basis. Children settle in quickly to their play. They enjoy fishing in the sand pit for magnetic snakes, counting as they collect them all. Other children concentrate well on a construction activity. Staff encourage them to follow the instructions to make the right patterns with their pegs. Staff give children plenty of praise and encouragement. This boosts children's self-esteem and confidence. Regular observations of children's learning help staff to build up a picture of where children are in their development. Careful monitoring by the manager ensures that any children who may require further support are identified quickly. Staff speak to parents regularly about their children's progress and learning needs.

Personal development, behaviour and welfare are good

Staff at the pre-school are particularly skilled in preparing children for school. The regular and consistent routines of the day help to get children ready for a more formal learning environment. Children learn to listen and pay attention during story time, waiting patiently for their turn to speak or answer a question. They demonstrate a mature and sensible approach to looking after their own play environment. For example, children work together to tidy up the carpet area so that there is enough room to play with a different toy. Health and hygiene routines are rigorously promoted and children are encouraged to be independent from a young age. Children enjoy healthy snacks of fresh fruit and vegetables. Children love to run, skip and jump in the outdoor area.

Outcomes for children are good

Children make good progress from their starting points in learning. Those who have special educational needs are supported to catch up with their peers in time for their move on to school. Children accurately retell their favourite story as staff show them the familiar pictures in the book. Children demonstrate excellent small physical skills as they open and close clothes pegs on to a small washing line.

Setting details

Unique reference number	EY490851
Local authority	Nottinghamshire
Inspection number	1026609
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	30
Number of children on roll	49
Name of registered person	St Peter's Early Years
Registered person unique reference number	RP907467
Date of previous inspection	Not applicable
Telephone number	01636 680 301

St Peter's Early Years was registered in 2015. The pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school is run by a committee. The pre-school opens Monday to Friday, offering sessional care from 9am to midday and from midday to 3pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

