

St Georges Pre-School Ltd

St.Georges Church Hall, Boundary Gardens, HIGH HEATON, Newcastle Upon Tyne, NE7 7AA



Inspection date	17 May 2017
Previous inspection date	28 January 2015

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

- Partnership working with local schools is well established. Staff share information with teachers to help provide continuity in children's care and education.
- Staff provide a learning environment with a strong focus on promoting children's independence and language development. Children learn a range of skills which help them make good progress and prepare them well for school.
- Staff support children well to learn how to play safely. They confidently explore, choose activities and gain an understanding of how to manage some risks.
- Children behave well in relation to their ages and stages of development. Staff have high expectations of behaviour and make sure children quickly learn what is acceptable and what is not. Children are very kind to their friends, calm and well mannered.

It is not yet outstanding because:

- The manager does not involve parents consistently to contribute to the evaluation of the practice in order to help identify areas for development and extend children's learning.
- The manager does not use staff performance management effectively. She misses opportunities to develop staff skills and expertise, in order to enhance teaching and learning.

What the setting needs to do to improve further

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

- involve all parents in the evaluation of the setting to help enhance the quality of the provision and outcomes for children
- enhance performance management to focus professional development for all staff, in order to continually enhance teaching and extend children's learning and development.

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 manager.
- The inspector held a meeting with the manager. She looked at relevant information and evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Anthea Errington

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers ensure staff have a good understanding of how to keep children safe and what to do if they have concerns regarding a child's welfare. The manager reflects on practice to maintain good outcomes for children. Since the last inspection, the manager has helped staff to improve how they help children to think and respond by asking them more meaningful questions. The manager monitors children's assessments and share what children are learning with their parents, which helps them to support their child's development at home.

Quality of teaching, learning and assessment is good

Staff plan a good range of activities that motivates children to learn. With staff support, children listen and respond well to instructions. They encourage pre-school children to engage in early reading activities, recognise letters and practise the sounds they make to build words. Staff make good use of children's interests to help motivate them. For example, children enjoy mixing their own paint and staff encourage them to use it to express themselves. Staff inspire children to develop good levels of curiosity in the world around them. For example, they teach children to care for the fruit and vegetables they have planted outdoors and discuss when they will be ready to eat. Staff work extremely closely with teachers in schools to help ensure children's move to school is smooth. For example, teachers visit the pre-school to meet the children and talk about school.

Personal development, behaviour and welfare are good

Children thoroughly enjoy their time at this welcoming pre-school. They learn about the value of diversity and different cultural experiences. Staff spend time getting to know children and support them well. Children settle quickly and feel secure. They form positive relationships with staff and behave well, showing consideration to others. For example, children readily help one other when completing puzzles and are happy to share and take turns. Staff support children's physical well-being effectively and provide children with a wide variety of opportunities to be active. For example, children skilfully develop their coordination as they play with bats and balls.

Outcomes for children are good

All children enjoy challenging and fun experiences that provide them with good opportunities to learn. They freely explore resources, listen and concentrate. For example, they enthusiastically gather around the piano and sing together, quickly recognising familiar tunes. Children willingly cooperate and interact with their friends. All children learn a good range of skills ready for their move to school.

Setting details

Unique reference number	EY402152
Local authority	Newcastle
Inspection number	1094114
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	35
Number of children on roll	38
Name of registered person	St Georges Pre-School Ltd
Registered person unique reference number	RP529376
Date of previous inspection	28 January 2015
Telephone number	07939828640

St Georges Pre-School Ltd registered in 2010 and is situated in High Heaton, Newcastle. The pre-school employs seven staff. Of these, six hold appropriate early years qualifications at level 2 and above, including one who has early years professional status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 2pm on Monday to Wednesday and 9am until midday Thursday and Friday. The setting receives funding to provide free early education for children aged two, three and four years.

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