

St. Peters Pre-School

St. Peters Catholic Church, Leicester Road, HINCKLEY, Leicestershire, LE10 1LW



Inspection date

24 May 2017

Previous inspection date

23 June 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- There are weaknesses in the provider's safeguarding and child protection knowledge and understanding. She has not updated her knowledge or kept herself up to date with changes in legislation around safeguarding and child protection.
- The manager and staff do not monitor children's progress accurately enough from the start. They do not use information gained from parents and their own observations to help plan effectively for children's future learning and for the move to school. As a result, gaps in learning are not easily identified and teaching is inconsistent.
- Current arrangements for staff supervision do not focus sharply enough on improving the quality of teaching. They are not rigorous enough to assess staff performance.
- Self-evaluation does not identify weaknesses in practice.

It has the following strengths

- Staff nurture children's emotional well-being. They offer lots of praise and encouragement, which boosts children's self-esteem. Staff help children to understand good behaviour and set clear boundaries for them. Children behave well.
- Children's natural curiosity to learn is nurtured through a stimulating and challenging environment. The outdoor area can be accessed independently and provides many resources and equipment to support all areas of learning and development.
- Children are given opportunities to be independent and make choices.

What the setting needs to do to improve further

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

	Due Date
■ develop a knowledge and understanding of child protection that enables the provider to identify, understand and respond appropriately to signs and symptoms of abuse to ensure safeguarding and welfare requirements are effectively met	19/06/2017
■ use information gained from observations and assessments of children's learning and parents to plan accurately for children's future development.	14/07/2017

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

- use more effective methods to identify and meet the needs of staff's professional development, to improve the quality of teaching and children's learning
- develop self-evaluation processes and use the information gained to ensure all welfare requirements are met and the quality of teaching is improved.

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 completed a joint observation with the pre-school manager.
- The inspector held discussions with the provider who is also the pre-school manager. She looked at relevant documentation, such as the pre-school's policies and procedures and evidence of the suitability of staff.
- The inspector spoke to staff and children during the inspection at appropriate times. She looked through children's observations, assessments and learning journeys, discussing these with the staff.
- The inspector spoke to a small selection of grandparents and parents on the day of inspection and took account of their views.

Inspector

Carly Polak

Inspection findings

Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding are not effective. The provider does not have a good enough understanding of the safeguarding welfare requirements. She is not familiar with the broader aspects of safeguarding and is therefore not equipped to ensure that children are protected from harm. Furthermore, she has not evaluated her practice or provision effectively enough to consider where she might need to make improvements. The provider values professional development and is committed to supporting ongoing training with her staff team. For example, she is actively supporting a member of staff to complete a degree in early years education. However, arrangements for supervisions are not being used to identify staff's needs and implement targets to enhance the quality of teaching.

Quality of teaching, learning and assessment requires improvement

Teaching is inconsistent. Staff do not monitor and evaluate the progress children are making precisely enough. They do not have a good enough overview of what children need to learn next, in order to plan for children's next steps. That said, staff demonstrate some lovely teaching skills. For example, they understand that children learn in different ways. Staff use the environment well, specifically the outdoor area, to engage all children in learning. Boys, in particular, enjoy using this large space and thrive as staff support their interests. They set up various physical games that help to develop children's social skills, such as sharing, turn taking and playing cooperatively.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management have a significant and negative impact which compromises children's safety and well-being. Nevertheless, children are happy and settled. The key-person system works effectively. Staff know their children and families well and form strong relationships with them from the start. Children will seek out their key person for reassurance, guidance and to play with. Staff support children to lead a healthy lifestyle. Children enjoy nutritious snacks and have plenty of opportunities for fresh air and exercise, such as when they enjoy the outdoor area.

Outcomes for children require improvement

Overall, children are making some progress. However, because of weaknesses in assessments, children are not making good enough progress or reaching their full potential. Nevertheless, they are developing the basic skills needed to help support their future learning. Children use everyday opportunities to enjoy making marks. For example, when some water is spilled outside, children use their fingers to practise writing their names in the puddle of water. Children are confident and independent learners.

Setting details

Unique reference number	EY412117
Local authority	Leicestershire
Inspection number	1094396
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	24
Number of children on roll	25
Name of registered person	Marina Brooks
Registered person unique reference number	RP513369
Date of previous inspection	23 June 2015
Telephone number	07791 957 292

St. Peter's Pre-School registered in 2010. It employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two at level 2. The pre-school operates during term time only from Monday to Friday, and sessions are from 8.45am to 3.15pm. The pre-school receives funding to provide free 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.

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