

St Peter and St Paul's Church of England Pre- School

Parish Hall St Peter & St Pauls Church, Blackburn Road, Rishton, BLACKBURN, BB1 4HD

Inspection date

27 September 2017

Previous inspection date

9 December 2013

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Although most children display good behaviour, some children are not supported to manage their own feelings and emotions. This leads to displays of negative behaviour.
- Not all staff carry out their role as key person as well as possible. This means that children's individual needs are not always given the highest regard.
- Staff's teaching is inconsistent and outcomes for children are not consistently good enough. Activities provided generally lack challenge and do not take into account children's interests or what they need to learn next.
- Managers do not monitor staff practice well enough to ensure they always identify and address weaknesses.
- Systems for evaluating practice are not highly effective. Evaluations do not give an accurate overview of the quality of the provision.

It has the following strengths

- The pre-school is valued as an important part of the community. Parents share their appreciation of the staff team.
- Significant improvements have been made to the pre-school. The playroom is fresh and welcoming and there is ample space for children to freely move around.

What the setting needs to do to improve further

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

	Due Date
■ ensure that staff manage children's behaviour consistently and teach children how to manage their own feelings and emotions	03/01/2018
■ ensure that key persons have a better understanding of their role and meet all children's individual needs effectively	03/01/2018
■ ensure that teaching is consistently of a good standard and that activities take into account children's interests, what they need to learn next and offer good levels of challenge.	03/01/2018

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

- make better use of performance management strategies to help develop staff's practice to a consistently good standard
- make better use of self-evaluation procedures so that all weaknesses are accurately identified and addressed in order to develop overall practice to a good standard.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors and assessed the impact this has on children's learning.
- The inspector looked at a sample of children's assessment records and discussed with key staff the systems for planning children's play experiences.
- The inspector completed a joint observation with the acting manager.
- The inspector held a meeting with the provider, acting manager and a member of the committee. They discussed systems for monitoring staff performance, safeguarding procedures and evidence of the suitability and qualifications of staff working in the pre-school.
- The inspector spoke to staff, parents and children during the inspection and took account of their views. She also viewed additional written comments from parents.

Inspector

Joanne Parrington

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider and committee members have a wealth of experience across different aspects of the education profession. Previous evaluations have been successful in highlighting where practice was not good enough and where changes needed to be made. This included appointing a new acting manager. However, the pre-school is in a period of transition and further weaknesses are apparent. Staff supervision sessions are in place. However, these are not used effectively to help staff reflect on their practice or discuss their performance. This also includes the acting manager developing her skills. Safeguarding is effective. Staff are knowledgeable about the local procedures to follow should they have concerns about a child in their care.

Quality of teaching, learning and assessment requires improvement

The staff team are well qualified. However, not all staff make the best use of the skills they have learnt through training. Some staff take on a supervisory role and do not always engage well with children. Nevertheless, some stronger teaching does take place. Children learn to work in small groups and show their confidence as they recall previous learning. Staff ignite children's curiosity as they encourage children to explore the pre-school for items that are magnetic. Staff carry out observations of children at play and use this information to monitor their progress. However, staff do not use the information well to inform their planning. Overall, activities lack challenge and do not take into account what children need to learn next. This does hinder the progress children make. Nevertheless, during the last meeting, it was identified that children did not make good progress in their mathematical development. This is one area where teaching has been improved. This has a positive impact on the rate of progress children make in this aspect of their learning. Parents are encouraged to be involved in their child's learning and receive termly reports.

Personal development, behaviour and welfare require improvement

Staff offer a flexible approach to help children settle into pre-school and generally this is beneficial. However, some children's personal, social and emotional development is not fully supported by their key person. Staff have differing approaches to meeting the expectations of a key person role. These inconsistencies impact negatively on how well children are taught to manage their own feelings and emotions. As a result, some children's behaviour declines at times and is not always dealt with effectively. Nevertheless, a larger proportion of children behave well and are kind and courteous to their friends. Children have access to physical outdoor activities to help support their good health.

Outcomes for children require improvement

Despite the weaknesses identified, children are generally working within the expected levels of development for their age. Nevertheless, their rates of progress from their starting points do vary. Children are beginning to learn letters and the sounds they represent in preparation for formal education.

Setting details

Unique reference number	309442
Local authority	Lancashire
Inspection number	1063968
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	24
Number of children on roll	17
Name of registered person	Rishton Parish Church Pre-School Committee
Registered person unique reference number	RP907402
Date of previous inspection	9 December 2013
Telephone number	01254 888 850

St Peter and St Paul's Church of England Pre-School registered in 1980. The pre-school employs five members of staff, all of whom hold an appropriate early years qualification. The pre-school operates term time only between the hours of 8.30am and 3pm, Monday to Friday. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children.

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