

St Philips Pre School

Beechcroft Road, Upperstratton, Swindon, Wiltshire, SN2 7RE



Inspection date	16 October 2017
Previous inspection date	22 April 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

- The manager and staff know all children well. They provide a wide range of learning opportunities, and children are confident to explore. All children make good progress from their initial starting points.
- The manager and staff are good role models. They teach children to be kind and share with others, and to be tolerant and respectful. Children's behaviour is good. They greet each other with enthusiasm and respond well to the boundaries set.
- Partnerships with parents and a wide range of other professionals are good. They are well informed of children's progress, and parents are supported in extending learning at home. Parents speak very highly of the staff team. They value the care their children receive.
- The manager provides good leadership for her staff. She evaluates the setting regularly and recognises the strengths, and any areas for further development. She has addressed the recommendations raised at the last inspection and maintained children's good outcomes.

It is not yet outstanding because:

- At times, the manager and staff do not recognise opportunities to extend children's understanding of mathematical ideas and language to the highest possible level.
- On occasion, some staff over direct children's play and do not give them enough time to follow their own interests and ideas.

What the setting needs to do to improve further

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

- develop staff's knowledge and understanding of how to further extend children's early interest in mathematical language and concepts to the highest levels
- support children more effectively to pursue their own ideas and follow their own interests through their self-chosen activities.

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 sampled a range of documentation, including attendance and accident records, staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the manager.
- The inspector completed a joint observation with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good understanding of child protection legislation. They know what to do if they have any concerns about a child's welfare. The manager has robust recruitment, induction and appraisal procedures in place to ensure all staff remain suitable for their roles. The manager monitors and tracks children's progress carefully. She swiftly addresses any identified gaps in children's learning. The manager regularly works alongside staff to support children's good outcomes. She monitors the quality of teaching and staff receive regular supervision and team meetings to help improve their interactions further. The manager and staff are qualified and experienced. They have a good commitment to their own continual professional development. For example, targeted research on children's optimal brain development has increased their understanding of how the brain develops, and the differing stages of children's growth and development.

Quality of teaching, learning and assessment is good

Staff make regular observations and assessments of children's learning. Overall, they use this information to review and plan for children's next stages in learning. Staff support children's communication and language skills well. For example, they encourage them to join in conversations, recall favourite events and model new words, such as 'kinetic' and 'modular'. Staff encourage children to be imaginative in their play. Children have great fun as they become 'police officers'. They talk on the toy radio, put on their pretend lipstick and send each other, and staff to jail. Staff support children to test out their early design skills. For example, children make 'television sets' and a 'deadly dinosaur' using wooden sticks. They create pictures using leaves and make cakes from dough. Children of all ages develop a love of books, independently and in groups.

Personal development, behaviour and welfare are good

Children develop close relationships with all staff. They are happy and confident, and their emotional well-being is supported well. Staff teach children how to stay healthy. For example, children giggle as they try different types of snacks, such as cucumber. Children have daily opportunities to play outdoors and extend their physical skills. They spend the majority of their daily sessions in the natural environment, managing risks and developing their awareness of keeping safe. Children learn to respect and celebrate each other's differences. They enjoy visiting their local community and celebrate a range of festivals, such as Diwali, Easter and Eid.

Outcomes for children are good

All children are acquiring the key skills required for their next stage in learning, including their future move on to school. Children develop their early writing skills well. They confidently learn to form letters, identify sounds and write their own names. Children listen carefully to action songs. They have great fun as they make their own rhymes. Children become familiar with different forms of technology as they operate toys.

Setting details

Unique reference number	EY410745
Local authority	Swindon
Inspection number	1094346
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	26
Number of children on roll	38
Name of registered person	Ann Denise Waller
Registered person unique reference number	RP513645
Date of previous inspection	22 April 2015
Telephone number	01793705769

St Philip's Pre School registered in 1976. It operates from within the grounds of St Philip's Church in Upper Stratton, Swindon in Wiltshire. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school is open Monday, Tuesday, Thursday and Friday from 8.45am to 2.45pm and on Wednesdays from 8.45am until 11.45am, during term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

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