

# St Peter's Pre-School

Winslow Vestry, St. Peters Church Lane, Droitwich, Worcestershire, WR9 7AN



<b>Inspection date</b>	16 November 2017
Previous inspection date	2 December 2014

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

## Summary of key findings for parents

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

- Management have not provided Ofsted with details of all members of the committee. This means that they do not hold appropriate suitability checks.
- Staff do not gather enough information from parents about children's capabilities when they first start at the pre-school, to support children's learning from the outset.
- Staff have not established effective links with all early years settings that children attend, to achieve continuity in children's learning and care experiences.

### It has the following strengths

- Staff use effective teaching methods. They have a good understanding of how children learn and develop. They plan good activities that children enjoy taking part in, and that help them make good progress in their learning.
- Children behave well. Staff act as good role models, explaining to children what they expect from them.
- The manager ensures that all staff receive regular supervision, training and support. This helps to improve the outcomes for children. Staff are involved in regular team meetings and contribute to the pre-schools ongoing improvements.
- Parents are very happy with the pre-school. They say that the staff are fabulous and that their children really enjoy attending. They feel well informed about their children's time at pre-school.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ provide Ofsted with relevant information to enable them to complete suitability checks for all members of the committee.	16/12/2017

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

- gather more information from parents about what children already know and can do when they first start at the setting
- build closer links and improve information sharing with other early years settings that children attend.

## Inspection activities

- The inspector observed staff engaging with children in a range of activities indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to children, parents and carers during the inspection and took account of their views.

## Inspector

Amanda Tompkin

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Management have not notified Ofsted of all members of the committee. While this is a breach of the legal requirements, it has little impact on children's welfare. This is because while Ofsted has not received information to ensure they can complete relevant checks, the provider has obtained Disclosure and Barring Service checks for all committee members. They also ensure that committee members are not directly involved in the care of children. The arrangements for safeguarding are effective. Managers and staff have a secure knowledge of the signs and symptoms that may be cause for concern about children's safety and welfare. They are confident about the procedure to follow to share concerns with relevant agencies. Staff are vigilant and supervise children well, both indoors and outdoors. They have strong links with schools that children will attend. However, staff have not established links with some other early years settings attended by children, to provide continuity in children's care and learning experiences.

### Quality of teaching, learning and assessment is good

Staff make regular and precise assessments of children's progress. This ensures they are able to identify and react to any gaps in their learning. Children relish opportunities to develop their creative skills. They spend considerable amounts of time at the craft table, and enjoy creating pictures of family members and self-portraits. They develop their physical skills well, as they learn to use scissors to cut shapes to the required size. Staff give children choices in their play and successfully promote children's self-awareness. For example, they allow children to join or leave activities as they wish. Staff effectively join in with children's play, encouraging children to take part. This helps to promote children's 'have-a-go' attitude to learning. Partnership with parents are good. Staff provide them with regular information to ensure they are aware of the progress their children are making. However, staff do not fully involve parents when assessing children's starting points, when they are new to the setting.

### Personal development, behaviour and welfare require improvement

Staff do not promote children's welfare consistently, due to weaknesses in leadership and management. Nevertheless, children enjoy the time they spend at this welcoming and friendly pre-school. They demonstrate they feel emotionally secure, as they arrive at the setting confidently and quickly settle to their chosen activity. Staff are kind, caring and responsive to children's individual needs. They readily notice indications that children may be feeling unwell and offer children plenty of cuddles, comfort and reassurance.

### Outcomes for children are good

Children are developing early literacy skills, as they practise writing their name and recognise the sounds that letters represent. They are learning mathematical skills. For example, children have daily opportunities to count, compare and estimate. Children are becoming independent. They readily help with tasks, such as tidying away the toys before moving on to the next activity. They are developing the skills they need to support them with their future move on to school.

## Setting details

<b>Unique reference number</b>	205223
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1103088
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	St Peter's Pre-School (Droitwich) Committee
<b>Registered person unique reference number</b>	RP907761
<b>Date of previous inspection</b>	2 December 2014
<b>Telephone number</b>	07980070023

St Peter's Pre-School registered in 1976. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 8.45am until 3.15pm, 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.

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