

St Peters Preschool

62 Crescent Road, Woolwich, London, SE18 7BN



Inspection date

18 December 2017

Previous inspection date

5 May 2015

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:

- Leaders and staff do not ensure that all children have the opportunity for outdoor play on a daily basis, as required.
- At times, staff do not seize opportunities that arise to help children develop their early language skills to the full.

It has the following strengths

- Children choose for themselves from a variety of resources indoors. Children are independent and confident learners. They are motivated and excited to join in.
- Leaders and staff know the children very well. They observe children from when they first start and assess their learning and development throughout the year.
- Children who have special educational needs (SEN), and those for whom the pre-school is in receipt of additional funding, make good progress. The leaders and staff have high expectations of what they can do and work closely with other professionals.
- Leaders monitor staff performance and professional development well. Through regular supervision, the training needs of staff are identified. Staff attend regular training to develop their knowledge to a higher level, such as phonics and special educational needs coordinator training.
- Children settle quickly when they first start. They form close relationships with key staff and begin to make friends. Children are emotionally secure.

What the setting needs to do to improve further

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

	Due Date
■ ensure children have access to outdoor play on a daily basis	08/01/2018

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

- support staff to recognise when to interact with children to promote their early language skills to a higher level.

Inspection activities

- The inspector had a tour of the premises with the manager to ensure they are safe and secure for the children.
- The inspector spoke to some parents to seek their views and comments.
- The inspector viewed documentation, for example, first-aid certificates, public liability insurance, policies and procedures, and the suitability checks of staff and committee members.
- The inspector held discussions with staff, the manager and committee members.
- The inspector completed a joint observation with the manager and discussed the impact of activities on children's learning and development.

Inspector
Jane Morgan

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders do not have effective systems to ensure all children have time outdoors every day to enhance their overall development. Leaders and staff understand their responsibility to keep children safe. They attend regular training to help them identify children who may be at risk of abuse and extremist views. They know what to do in such cases and whom to notify. Safeguarding is effective. Staff closely supervise children. They communicate well together to ensure they are deployed appropriately at all times. Risk assessments are completed daily. Children are kept safe and from harm. Staff gain information from parents when their children first start. They regularly seek their views and comments during meetings and surveys. Leaders and staff successfully engage with parents to support their children's learning and development.

Quality of teaching, learning and assessment requires improvement

Staff help children to explore ideas, estimate and compare size when they build high towers. However, during adult-led activities staff do not always use every opportunity to fully support children's vocabulary, to further develop their early communication and language skills. Staff support children to share their home experiences during their play. Children play imaginatively. For example, while scooping and filling cups and bowls with coloured rice, children say they are eating chicken and rice. Children also enjoy ironing clothes with a toy iron in the role-play area. During group time staff use visual props to remind children of the rules. Children listen intently and call out 'no running', 'good listening' and 'good sitting' as appropriate responses. Staff engage parents with their children's care and education. This has a positive impact on children's learning and development. For example, children regularly take storybooks home to share with parents.

Personal development, behaviour and welfare require improvement

Children enjoy physical exercise outdoors twice a week at the local school. However, children do not have opportunities to play and learn outdoors daily. Children enjoy eating healthy snacks and independently spread butter for their sandwich. They help to clear the table and wash up their plates. Children behave very well. Staff use a range of strategies to support children's behaviour and are consistent in their approach. For example, staff remind children that they should not run indoors as they might fall and hurt themselves. Children begin to understand how to keep themselves safe.

Outcomes for children require improvement

Overall, children, including those who have SEN, develop skills for the next stages in their learning and the move to school. Although outdoor play experiences are limited, children benefit from opportunities to experience spending time in the playground of a local school. Children learn to count and to recognise numbers. They practise their literacy skills and learn to write their names when making cards. Older children competently use the mouse to navigate programs on the computer.

Setting details

Unique reference number	EY290731
Local authority	Greenwich
Inspection number	1092057
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	20
Number of children on roll	18
Name of registered person	St Peters Pre-School Woolwich Committee
Registered person unique reference number	RP523922
Date of previous inspection	5 May 2015
Telephone number	02036206661, 07522237176

St Peters Preschool registered in 2004. It operates from Woolwich, in the London Borough of Greenwich. The pre-school operates from Monday to Friday from 9.15am to 3.15pm. The pre-school is in receipt of funding to provide free early education for two-, three- and four-year-old children. It employs four members of staff, who all hold appropriate early years qualifications at level 3.

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