

# St John's Playtime Pre-School



St. Johns United Reformed Church, 1 Cowper Street, IPSWICH, IP4 5JD

<b>Inspection date</b>	8 February 2018
Previous inspection date	17 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff provide children with a wide range of stimulating activities which children are eager to explore. Children have many opportunities to learn about their local community and cultures and communities outside their immediate experience.
- Since the last inspection, the committee and staff team have worked together to extend the services offered at this thriving pre-school. The introduction of longer opening hours and an increase in the number of childcare places have been managed well.
- Staff place a high priority on helping children learn to manage their feelings and behaviour. They use calm and consistent explanations about expected behaviour and remind children to listen to each other. Staff boost children's self-esteem using meaningful praise, for example, saying, 'I am so proud of you'.
- Children are active and enthusiastic learners. They are curious and imaginative as they play. Children form close relationships with staff and each other, happily playing together and sharing their ideas and discoveries.
- Children who speak English as an additional language and supported well. Staff work closely with parents to help children develop their use of spoken English.

### It is not yet outstanding because:

- Although staff have many opportunities to share their practice, occasionally teaching is not highly responsive to children's individual needs.
- Sometimes, staff do not give the teaching of some aspects of mathematics a strong enough focus.

## What the setting needs to do to improve further

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

- monitor and evaluate practice more precisely to focus on identifying ways of helping all staff raise the quality of their teaching to the highest level
- make full use of opportunities to extend children's understanding of mathematics, especially shape, space and measures.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector met with the manager and members of the management committee. She viewed relevant documentation, including evidence of the suitability of staff working in the pre-school.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to parents and took account of their views.

### Inspector

Gill Thornton

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are knowledgeable about child protection issues. They are confident about the action to take to protect children and keep them safe from harm. Detailed risk assessments are followed to minimise potential hazards. Staff follow well-established procedures at times of arrival and departure to keep children safe. All staff have half-termly supervision meetings which provide them with regular opportunities to discuss their role and receive feedback on their performance. Staff benefit from regular opportunities to attend training. For example, recent training on supporting children who speak English as an additional language has helped staff improve their practice with these children and their families. The manager has identified further training to continue to improve outcomes for children, such as on supporting two-year-old children.

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

Staff make good use of observation and assessment to identify and plan for what children need to learn next. The manager monitors the accuracy of assessments and tracks children's overall progress. She uses information gained to ensure planning is targeted at closing any emerging gaps in children's learning or the educational programme. Staff involve parents in helping children learn about festivals and events that are relevant to the families attending, such as Chinese New Year. Children welcome staff's involvement in their play. They use imaginative language as they pretend to serve staff who are sitting in their Chinese restaurant. Staff ensure the role-play area is attractively presented and well resourced to extend children's ideas. Parents have many opportunities to be involved in their child's learning, such as discussing their achievements at parents' evenings and sharing ideas for their next steps in learning.

### Personal development, behaviour and welfare are good

Children develop close relationships with adults and each other. Parents are very complimentary about the pre-school and the wide range of activities provided. They thank staff for their reassurance and support. Parents particularly value the regular updates about their child's learning on the online assessment system. Since the last inspection, staff have reviewed and improved snack time routines to encourage children to take responsibility for their own needs while learning about healthy eating. Staff follow well-established routines to ensure children get plenty of fresh air and exercise each day. Staff organise the outdoor area well to provide varied learning experiences. Children also attend gymnastics classes and use the garden at the local children's centre.

### Outcomes for children are good

Children develop the key skills to support their move on to school. They have many opportunities to develop their mark-making and early writing skills. They happily describe their pictures to staff and each other. Children listen to instructions and eagerly take part in adult-led activities in their key groups. They demonstrate good levels of independence, such as confidently washing up their dishes at snack time.

## Setting details

<b>Unique reference number</b>	251650
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1103300
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	St John's Playtime Pre-School Committee
<b>Registered person unique reference number</b>	RP905397
<b>Date of previous inspection</b>	17 October 2014
<b>Telephone number</b>	07895003974 / 01473 716831

St John's Playtime Pre-School registered in 1992 and is managed by a voluntary committee. The pre-school employs six members of childcare staff, all of whom hold an appropriate early years qualification. The pre-school opens from 8.15am to 4.30pm, Monday to Friday, during term times. During the summer holidays it opens two days each week for four weeks. The pre-school provides funded early education for two-, three- and four-year-old children.

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