

St Johns Pre School

64 Larcom St, London, SE17 1NQ



Inspection date

22 February 2018

Previous inspection date

8 October 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

- Staff are well qualified and this has a positive impact on children's learning. Staff know their key children well. They accurately assess children's progress and plan activities to support their interests and next steps in learning.
- Children are very settled and happy. The well-established key-person system helps children to quickly build strong relationships with staff. Staff are kind, nurturing and reassuring.
- The pre-school staff have formed good partnerships with parents and other professionals. These support smooth transitions for children when changing settings and starting school.
- Children learn to respect each other's similarities and differences. Staff provide resources that help them to learn about diversity as they play.
- The manager follows rigorous recruitment procedures to ensure that adults are suitable to work with children. New staff receive a detailed induction to help ensure they have a good understanding of their roles and responsibilities.

It is not yet outstanding because:

- The supervision arrangements to monitor and evaluate staff's teaching and practice do not focus sufficiently on raising the quality of teaching to the highest levels.
- Staff do not consistently provide a wide range of stimulating and challenging learning opportunities for children who prefer to learn outside.

What the setting needs to do to improve further

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

- build on the current arrangements for the performance management of staff so that these focus more specifically on raising the quality of teaching to a consistently high level
- strengthen the planning of activities and experiences in the outdoor play area to provide children who prefer to learn outside with further challenge.

Inspection activities

- The inspector observed the quality of activities indoors and outside, and assessed the impact this has on children.
- The inspector spoke to children and staff throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as policies and procedures, risk assessments, self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a secure knowledge of the signs and symptoms of possible abuse. They know the procedure to follow should they have concerns about the welfare of any child. The manager regularly updates her knowledge of child protection, for example, by attending briefings with the local authority. She shares information with her team and implements clear procedures to help staff fulfil their roles and keep children safe. Staff are effectively deployed and children are supervised well. The manager and staff actively reflect on the service provided and seek the views of parents and children to drive further improvements. They have developed a clear action plan that identifies key priorities with realistic targets to make improvements. For example, they have begun to implement changes to improve outdoor learning.

Quality of teaching, learning and assessment is good

Staff gather information from parents about what their children already know and can do before they start pre-school. This helps them to plan activities from the outset that provide children with appropriate levels of challenge overall. Children are encouraged to develop their coordination skills. For example, an outside provider engages them in sports sessions in the main hall. Children learn about the effects of exercise on their bodies and some comment, 'My heart is going to jump out'. They manoeuvre about the floor in different ways, such as crawling, jumping, hopping and slithering. Staff challenge the children to see if they can land on two feet or change legs when hopping, to move them forward in their learning and development. Staff constantly play alongside and support children. For example, they help children to learn about colours and numbers as they play with the track and train set. Children are helped to develop their speaking and listening skills as they play. Staff emphasise words during play and encourage children to join words together to build sentences.

Personal development, behaviour and welfare are good

Children play in a welcoming and inclusive environment. They behave well and use good manners. Staff promote good hygiene routines, such as handwashing. Mealtimes are social occasions where staff sit with children and talk about children's family life and their interests. Staff help children to develop their social skills in preparation for their move on to school. They actively involve children in learning how to keep themselves safe. For example, they talk to children about the safe ways to hold and use resources, such as scissors.

Outcomes for children are good

All children, including those in receipt of funding, achieve well. They achieve levels of development that are typical for their age. Children have good opportunities to practise skills that support their readiness for school. For example, children sit and listen well during group discussions. They learn to count, recognise their own name in print and can fasten their own zips and buttons. Children are acquiring the necessary skills in readiness for their next steps in learning, including their eventual move on to school.

Setting details

Unique reference number	107639
Local authority	Southwark
Inspection number	1125597
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	22
Name of registered person	St Johns Playgroup (Southwark) Committee
Registered person unique reference number	RP902099
Date of previous inspection	8 October 2015
Telephone number	0207 358 3349

St Johns Pre School registered in 1994. It operates from the first floor of a community centre in Walworth, London. There are five members of staff who work directly with children, four of whom hold appropriate early years qualifications at level 3, including the manager. The pre-school operates from 9am to 3pm on Monday to Friday. It provides early years funded education for two-, three- and four-year-old children.

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