

St Peters C of E Pre-School Playgroup

Thurstaston Road, Heswall, Wirral, Merseyside, CH60 4SA



Inspection date

22 March 2018

Previous inspection date

17 January 2014

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		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:

- The provider has not notified Ofsted of the changes to all committee members within the required timescale. Ofsted has not been provided with the required information to check the suitability of all committee members.
- The manager does not ensure that staff maintain an accurate daily record of the hours of children's attendance.
- Although the manager monitors children's learning experiences, she has not identified where the good teaching and routines can be enhanced even further.
- Overall, partnerships with parents are good. However, staff do not support all parents to continue with children's learning at home.

It has the following strengths

- Staff have a good understanding of how young children learn and use this knowledge successfully to enhance children's play and support their learning. For example, children showing an interest in dinosaurs are helped to explore this further. Children decide to build their own swamp home for the dinosaurs and make a book about them.
- Children are motivated, eager to learn and make confident choices in their play. They make good progress and are well-prepared for their eventual move on to school.
- Staff have strong partnerships with the local school and use this relationship successfully to prepare children for this move.
- Children develop good social skills. They play harmoniously, eagerly involve their friends in their play and learn to manage any disagreements successfully.

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
■ provide Ofsted with information of the current committee members, to enable the required suitability checks to be carried out	22/04/2018
■ ensure an accurate record of children's hours of attendance is maintained.	13/04/2018

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

- monitor the quality of teaching and learning more closely to identify how practice can be improved even further, to achieve the highest-quality learning experiences and outcomes for all children
- extend the partnerships with parents further, to fully promote a shared approach, so parents can continue children's learning at home.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the leaders, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Leaders and staff have a clear understanding of the process to follow should they need to report any child protection concerns. However, the provider has failed to notify Ofsted of all changes to committee members. This means that Ofsted has not been able to carry out the required suitability checks. Nevertheless, this does not affect children's experiences or their safety because committee members are never left unsupervised with children. Staff do not keep an accurate record of the hours that children attend. This means that it is unclear, which children are present at any given time. Although leaders review the provision, this has not been fully effective in identifying where they do not meet requirements of the early years foundation stage. Leaders provide opportunities for staff to develop further their professional skills to benefit children. For example, recent training gave staff more ideas to enhance the provision for children's outdoor learning.

Quality of teaching, learning and assessment is good

Staff make good use of observations to inform the assessment of children's achievements and plan effectively for their individual learning needs. Staff help children to progress well with their communication and language. Children express themselves confidently, learn the meaning of new words, and use expressive language as they develop storylines in their play. Staff provide a range of enjoyable activities that support children's physical and creative skills well. Children concentrate as they cut card using scissors and learn how to carry them safely. They enjoy using a range of tools to shape dough, dig the ground and to sweep up. They create interesting effects using textured balls and paint.

Personal development, behaviour and welfare require improvement

Weaknesses in some aspects of leadership and management, as explained above, impact on children's well-being to ensure their safety at all times. Staff help children to develop their understanding of healthy lives well. Children learn about dental hygiene, they wash their hands and know to limit sweet treats. Staff plan a range of effective activities that help children learn to explore diversity. Children talk sensitively about the differences between themselves and other people and explore the varying needs of people who live in their local community.

Outcomes for children are good

Children concentrate well and persevere to solve problems. They work together to complete jigsaw puzzles. They investigate confidently and test out their ideas during water and sand play. Children progress well with their literacy skills. They enjoy reading familiar signs and labels, identify the sounds they can hear in words and write their names and familiar letters. Children express their design ideas clearly. For example, they decide to attach strings to a container to make a hot air balloon.

Setting details

Unique reference number	306497
Local authority	Wirral
Inspection number	1101824
Type of provision	Full-time 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	32
Number of children on roll	37
Name of registered person	St Peters Pre-School Playgroup Committee
Registered person unique reference number	RP523938
Date of previous inspection	17 January 2014
Telephone number	0151 342 9909

St Peters C of E Pre-School Playgroup registered in 1968. The setting employs six staff. Of these, five have appropriate early years qualifications at level 3. It opens Monday to Friday during school term time. Sessions are from 8.45am to 3.30pm. The setting provides funded early education for 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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