

Inspection date	28 March 2018
Previous inspection date	16 June 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The leadership team pursues excellence through rigorous performance management and a high focus on staff's professional development. Leaders use their expert knowledge and skills to provide exceptional levels of support and coaching for staff. They inspire staff to be highly effective teachers, which results in high levels of achievements for all children.
- Precise and highly effective monitoring of children's achievements identifies where children may be slow to achieve. Staff have the highest expectations of what each child can achieve. They meticulously plan activities and experiences to close any gaps in children's learning.
- Partnerships with parents and other professionals are highly effective and significantly contribute to the excellent care and progress children make. The excellent partnership working with school staff significantly contributes to children being exceptionally well-prepared for their move to school when the time comes.
- Children's well-being is given the highest priority. Children receive expert support to develop extremely high levels of confidence and a positive sense of themselves. Children take an active part in planning and evaluating their learning. Older children are kind and considerate and eager to help younger children to achieve tasks.
- Self-evaluation is outstanding and firmly embedded in practice. A highly committed leadership team and staff share a joint vision to provide excellence. Sharply focused and continual action plans lead to outstanding experiences for children.

What the setting needs to do to improve further

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

- continue to enhance professional development of staff so that children always benefit from current good practice and maintain the highest levels of achievements.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector spoke to the manager, staff and children at appropriate times. She looked at relevant documentation and checked evidence of the suitability of persons working on the premises.
- The inspector spoke to parents and took into account their views.

Inspector

Christine Armstrong

Inspection findings

Effectiveness of the leadership and management is outstanding

The leadership and management are exceptional. They have worked determinedly with staff to provide children with the very best early years experience. Staff's expertise is recognised and used by other local settings. The leadership team plans to continue to support and build staff's professional knowledge. This reflects the absolute commitment to maintain excellent outcomes for children. Safeguarding is effective. Managers and staff have an excellent understanding of how to protect children from harm. This is supported by ongoing training and robust policies and procedures, which are regularly updated. Staff know how to identify and report concerns to keep children safe. Robust recruitment and ongoing checks help to ensure adults are suitable to work with children.

Quality of teaching, learning and assessment is outstanding

The quality of teaching is inspirational. Staff are highly skilful in capturing every opportunity to guide, explain and demonstrate, to help children to build on what they already know and can do. Their highly enthusiastic approach inspires children's drive to explore, experiment, take part in activities and achieve. There is a truly effective balance between child-initiated activities and adult-led sessions that are sharply focused on accelerating children's progress. The literacy programme is inspirational and threaded through all activities. Throughout all activities staff model communication and language skills exceptionally well. They use consistently well-planned questioning that challenges children's thinking to a higher level. Children are given time to think and give their own explanations and ideas about what they are seeing and doing. Staff skilfully guide parents to support children's learning at home, further contributing to children's progress. Parents make rich contributions to children's learning within the setting, such as playing musical instruments and reading stories and singing songs in different languages.

Personal development, behaviour and welfare are outstanding

Children develop their own learning styles and creative ideas in the rich and varied indoor and outdoor areas. Children aspire to, recognise and celebrate their own and other children's positive behaviours. Children show high levels of control over their bodies. For example, they negotiate their bodies into small spaces on the mat without infringing on other children's space. Staff are highly trained and effective in helping children to recognise and manage their specific individual care needs. They skilfully help children to learn how to stay safe and healthy.

Outcomes for children are outstanding

All children demonstrate exceptional positive attitudes to learning. They are highly motivated and eager to take part, listen, concentrate and think. Younger children recall and use new vocabulary to name and identify missing items during a memory game. Their inquisitiveness to find out how a wriggling worm feels helps them to overcome their initial reluctance to hold it. Older children use their phonic knowledge to spell and write simple words. They make simple calculations and solve problems that occur as they play.

Setting details

Unique reference number	EY377514
Local authority	Bexley
Inspection number	1093510
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	36
Number of children on roll	48
Name of registered person	St Peter Chanel Primary Governing Body
Registered person unique reference number	RP904973
Date of previous inspection	16 June 2015
Telephone number	0208 3026029

St Peter Chanel Pre School registered in 2008. It operates Monday to Friday from 8.45am to 3.15pm, during term time only. It receives funding to provide free early education to two-, three- and four-year-old children. The pre-school employs seven members of staff, all of whom hold appropriate early years qualifications at level 3 and 4.

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