

# St Philip's Pre-School

The Cottage, Ellison Road, GATESHEAD, Tyne and Wear, NE8 2QU



## Inspection date

24 May 2018

Previous inspection date

3 March 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 go above and beyond to support children and their families. They listen to parents and provide advice and support. They know where to get additional support, when needed, to support families further.
- Staff work extremely well with the on-site primary school to ensure that children's transitions to school are managed effectively. For example, they share detailed information and arrange a number of events to help children get to know the school and their teachers.
- Children make good progress from their starting points. They are engaged and motivated and eagerly select their own activities.
- Children are confident communicators. Staff place a high priority on developing children's communication and language. For example, they offer a commentary on what children are doing to help strengthen their language further.
- Staff are generally encouraged to develop their knowledge and skills through regular supervision and training.

### It is not yet outstanding because:

- The manager's evaluations of her provision, including those relating to staff practice, are not sufficiently focused on raising the quality of teaching to an even higher level.
- There are occasions when staff do not focus sufficiently on what children need to learn next when supporting their independent play.

## What the setting needs to do to improve further

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

- strengthen staff practice to focus more precisely on raising the quality of teaching to an even higher level
- focus more consistently on what children need to learn next when supporting their play.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the pre-school.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with children and staff during the inspection.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Elizabeth Fish

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There is a comprehensive understanding of child protection issues among the staff team. They know how to respond to any concerns about a child's welfare and who to contact should they have concerns. Regular training helps staff to keep their safeguarding knowledge updated. There are good procedures in place to ensure the suitability of staff. The manager monitors children's assessment and takes action when she identifies areas where further support is needed. She uses additional funding effectively. For example, staff have recently received training and resources on a language programme. This has helped to raise children's achievement in communication and language.

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

Staff are well qualified. They use their knowledge well to plan activities to stimulate and engage children. For example, children enjoy using magnifying glasses to look for insects. They concentrate well as they search for them in the outdoor environment. Staff plan a range of group activities to support children's learning. They provide targeted speech and language support to children who they feel would benefit from this. They learn skills, such as looking and listening to stories and songs. Children enjoy their learning. For example, they eagerly anticipate singing songs and rhymes and join in with key refrains and actions. Children confidently select songs that they would like the whole group to sing. Staff have a good relationship with parents. They share information about children's learning to help parents support their learning at home.

### Personal development, behaviour and welfare are good

Children are happy and settled. Children have good relationships with staff and other children. Parents speak very highly of the staff and the relationship that they have developed with the children. Parents comment on the support they have received and say that the staff at the pre-school 'have saved their family'. Children behave well. Staff have clear behavioural expectations, which they consistently follow. Children learn how they can keep themselves healthy. For instance, they wash their hands before meals and enjoy a range of healthy snacks. Children have plenty of fresh air. For example, they can choose whether they wish to play outdoors, which helps to engage children who prefer to learn outside.

### Outcomes for children are good

Children make good progress in their learning. They develop a good range of skills, which prepare them well for their eventual move on to school. Older children use chalks with good control. They concentrate well as they draw insects with intricate detail and write their name. Children develop their mathematical skills as they learn to count objects that cannot be moved accurately. Younger children choose and use their own resources. They communicate confidently with older children.

## Setting details

<b>Unique reference number</b>	EY388312
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	1093723
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	St Philip's Pre-School
<b>Registered person unique reference number</b>	RP527208
<b>Date of previous inspection</b>	3 March 2015
<b>Telephone number</b>	01914602475

St Philips Pre-School registered in 2008. The pre-school employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday term time only. Sessions are from 8.45am until 11.45am and 12.15pm until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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