

# St Peters Preschool

St Peters Rc School, Rock Hill, Bromsgrove, Worcs, B61 7LH



<b>Inspection date</b>	14 June 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- The quality of teaching is good overall, and staff demonstrate outstanding practice in promoting aspects of children's literacy development and language skills. Children make good progress from their starting points and enjoy their time at the pre-school.
- Staff quickly identify any children who need additional support and those who have special educational needs (SEN) and/or disabilities. Staff are flexible and routines are adapted to help children engage during the session. These children are monitored closely to keep them safe and benefit from one-to-one attention where necessary.
- Staff place a high priority on working with parents from the outset. Each parent benefits from a home visit to help build a strong bond with their assigned key person and to help staff understand each child's personal circumstances.
- Staff place a strong focus on promoting children's personal, social and emotional development. They support children well to talk about their feelings and how to behave appropriately.

### It is not yet outstanding because:

- Staff do not use the information gained from children's assessments to help plan precisely highly challenging activities, in particular, in some aspects of children's early mathematical development.
- The manager does not use incisive monitoring systems to help her evaluate and raise the quality of teaching and learning experiences to a consistently exceptional level.

## What the setting needs to do to improve further

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

- use the information gathered from children's assessments to help plan precisely for children make the very best possible progress, in particular, in exploring concepts, such as grouping, calculation, quantities and weight
- use highly effective monitoring systems to help evaluate the impact of staff practice, to help raise the quality of teaching and learning experiences to an exceptional level.

### 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 carried out a joint observation with one of the managers.
- The inspector held a meeting with the managers. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at the pre-school during the inspection.
- The inspector took account of the views of parents.

### Inspector

Parm Sansoyer

## Inspection findings

### Effectiveness of the leadership and management is good

The experienced joint managers work alongside the enthusiastic and well-qualified staff team. They have a clear and shared vision, and are keen to develop the service offered. For example, there are focused development plans in place to help improve practice even further. Arrangements for safeguarding are effective. All staff are trained in child protection issues and know the procedure to follow if they have a concern. There is a robust recruitment, vetting and induction system in place to ensure staff are suitable to work with children. Parents report high levels of satisfaction with the service provided. They are particularly happy with the individual support their children receive and the progress they make. They feel they are kept very well informed about their children's progress and the transition systems in place for the move on to school impress them.

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

Staff provide a rich and stimulating environment, and activities have a clear learning intention to help children make good progress. Staff place a high priority on promoting children's communication and language skills. For example, staff carry out small-group work with children, with a clear focus on increasing their listening, attention and communication skills. Some staff are extremely skilled and confident in promoting children's understanding of early phonics. For example, staff provide a very rich range of listening activities, including exploring sound with instruments and fun opportunities for rhythm and rhyme. Staff introduce new ideas and concepts during activities and place a strong focus on increasing children's vocabulary. For example, the word of the day is written on the board and discussed and used during the session.

### Personal development, behaviour and welfare are good

Staff know the children and their families, and offer good guidance to parents to help support children's emotional well-being and behaviour. Staff place a good focus on teaching children about friendships, how to manage their own feelings and to consider others. Staff help children learn about the importance of keeping healthy. For example, children learn about healthy eating and the importance of good hygiene routines, including good oral hygiene. Children benefit from daily opportunities to be active outdoors and use a varied range of physical play equipment. Children learn to keep safe as they play and learn about road safety when they are on outings.

### Outcomes for children are good

All children, including those receiving additional funding and those who speak English as an additional language, make good progress and are well prepared for school. Children show good levels of concentration and involvement during activities. For example, during group sessions children listen to instruction, wait their turn and are confident speakers. They enjoy story and singing sessions, and show a real fondness for musical instruments and how sound can change. Children enjoy writing and the most able children recognise and write their own names. They enjoy counting and recognising numbers as they play. Children use their senses to explore and use a varied range of resources and play experiences to be creative and imaginative.

## Setting details

<b>Unique reference number</b>	EY499461
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1045042
<b>Type of provision</b>	Sessional 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 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	St Peters Preschool Partnership
<b>Registered person unique reference number</b>	RP901186
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07813305341

St Peters Preschool re-registered in 2016. It opens Monday to Friday, during term time only, from 8.45am to 3.15pm. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school employs five members of staff. Of these, two hold qualified teacher status, one holds an appropriate early years qualification at level 6, one holds a qualification at level 4 and the other holds a qualification at level 3.

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