

St Aidans Pre-School

139 Southcoates Avenue, Hull, HU9 3HF



Inspection date	22 June 2018
Previous inspection date	24 April 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

- The management team is highly committed to improving the quality of the service it provides to children and their families. They consider parents' and children's views, and use this information to further improve the already good quality of teaching and learning.
- Staff support children's individual needs particularly well. They accurately assess children's learning and use these details to methodically plan a welcoming, interesting and enriched environment for children to play. Children make good rates of progress from their starting points.
- Partnerships with parents have a positive impact on children's learning. Staff keep parents very well informed of their child's development. They work closely with parents to identify children's next stages of learning. They provide information for parents to continue to support their child's learning at home.
- Staff work with other agencies very well. They support families to build positive relationships with other professionals involved in their child's learning. Children receive the individual support they need from an early stage.

It is not yet outstanding because:

- Staff do not capitalise on all possible opportunities to support children's learning even further during outdoor play.
- The manager does not fully utilise staff's expert knowledge to develop children's communication skills even further.

What the setting needs to do to improve further

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

- enhance opportunities to support children's learning during outdoor play
- use staff expertise more effectively to develop children's communication skills even further.

Inspection activities

- The inspector had a tour of the premises with the nominated individual.
- The inspector spoke with staff, parents and children during the inspection.
- The inspector reviewed the quality of teaching and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff and committee members.
- The inspector completed a joint observation with the manager.

Inspector

Jennifer Dove

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their role in safeguarding and child protection very well. The manager has robust systems in place to ensure staff keep up to date with relevant safeguarding and child protection training. Staff demonstrate their ability to take necessary action to swiftly protect a child from harm. The manager has rigorous recruitment and vetting procedures in place for staff and committee members. This helps to ensure that those who have access to children are suitable. The manager thoroughly monitors and tracks children's progress. She collates in-depth data and uses this to meticulously identify any gaps in children's learning. The manager works closely with all staff to identify and plan highly effective interventions for individual and groups of children. Gaps in children's learning begin to close.

Quality of teaching, learning and assessment is good

The highly ambitious manager routinely reviews the quality of teaching and provision. For example, she completes staff observations to assess and evaluate the quality of teaching and learning. The manager uses this information during supervisions to identify appropriate and effective staff training opportunities. For example, staff attend enhanced training which helps to support children who speak other languages. Staff use their expert knowledge to support these children very well. The manager invests in new technologies which help children to consistently learn their home language and English. For example, staff programme an interactive pen that repeats key words, phrases and stories from interactive books and posters in all languages that the child is learning. Children who speak English as an additional language make good progress.

Personal development, behaviour and welfare are good

The pre-school staff team is very well established. Staff work closely with parents to gather information about their child's care and individual needs. Staff complete children's initial assessments alongside parents. This helps staff to accurately identify children's capabilities from an early stage. Staff use this information to plan familiar activities for children as they settle in at the pre-school. Staff create a friendly and welcoming environment. They model positive behaviours and relationships through their calm, attentive and considerate approach. Children's behaviour is good. They actively seek out staff and show them their work. Children delight as staff praise them for this. Children develop good levels of independence as they complete daily routines and self-care tasks. They wash their hands before meals and help to clear away after lunch.

Outcomes for children are good

Children become confident and imaginative learners. They develop good coordination as they balance on two-wheeled bikes. Children begin to recognise their name from an early stage. Older children develop their early writing skills as they learn to write their name. Children are well prepared for their next stages and eventual move to school.

Setting details

Unique reference number	509995
Local authority	Kingston upon Hull
Inspection number	1091170
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 - 5
Total number of places	54
Number of children on roll	42
Name of registered person	St Aidan's Pre-School Committee
Registered person unique reference number	RP905077
Date of previous inspection	24 April 2015
Telephone number	01482 374433

St Aidans Pre-School registered in 1993. It employs six members of childcare staff. Of these, the manager holds an appropriate early years qualification at level 6, and five staff hold appropriate early years qualifications at level 3. The pre-school opens from Tuesday to Friday, during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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