

# St. Peters Penguins Pre-School

Kirkley Church Hall, St Peters Road, Lowestoft, NR33 0LJ



## Inspection date

2 July 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The management committee does not follow robust recruitment procedures to ensure that new staff are suitable to fulfil the requirements of their role. In addition, effective systems are not in place to check staff's ongoing suitability to work with children.
- The committee does not ensure that all staff are up to date with current guidance from the Local Safeguarding Children Board. Some staff do not fully understand the wider issues surrounding child protection.
- The committee does not have effective arrangements in place for the supervision of staff to focus on strengthening the quality of teaching.
- Staff's assessment of children's learning is at times inaccurate. Staff do not monitor children's capabilities regularly. As a result, they are not clear about what they need to do next to support children's continuing progress.

### It has the following strengths

- Partnerships with parents are suitable. For example, staff encourage parents to share what they know about their child when they first start at the pre-school.
- Staff organise the environment so that children have access to a suitable range of toys and resources. Children arrive happily and are keen to attend. They are familiar with the daily routines. For example, after breakfast they access the activities of their choice. Children help to tidy up when it is time to do so.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve procedures for recruitment and vetting and ongoing suitability of staff</li> </ul>	14/09/2018
<ul style="list-style-type: none"> <li>■ increase staff knowledge with regard to the wider issues of safeguarding</li> </ul>	14/09/2018
<ul style="list-style-type: none"> <li>■ implement appropriate arrangements for the supervision of staff to provide a culture of support, coaching teamwork and continuous improvement to raise the quality of teaching and outcomes for children</li> </ul>	02/10/2018
<ul style="list-style-type: none"> <li>■ improve arrangements to assess children and share information with staff to enable them to fully meet children's individual learning needs.</li> </ul>	02/10/2018

### Inspection activities

- We carried out this inspection as a result of the risk assessment, following information we received about this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection and completed a joint observation with the pre-school supervisor.
- The inspector held a meeting with the pre-school supervisor. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**  
Karen Harris

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The management committee does not ensure that all staff have a sufficient understanding of how to protect children from harm. Some staff are not fully aware of all situations which may be harmful to children, such as when children may be exposed to extreme views or behaviours. In addition, the committee does not implement safer recruitment procedures to help ensure that all staff are suitable for their role. Furthermore, checks are not completed to ensure staff's continued suitability. This poses a significant risk to children. In spite of this, the management committee does obtain Disclosure and Barring Service checks for all staff and members of the committee. Staff's performance is not monitored sufficiently to help raise the quality of their practice and teaching skills. Staff are not supported to learn from each other to create a culture of effective teamwork.

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

The staff team does not have a full grasp of children's individual needs. Tracking of children's progress is not consistent. The progress check for children aged between two and three years is carried out. However, staff's assessments of what children know and can do are not always precise and accurate. In addition, they do not have a clear picture of all children's next steps. Staff do interact with children and talk to them as they play but they do not always extend or challenge children in their learning. As a result, children are failing to make the progress they should. Nevertheless, staff do provide a suitable range of activities which children happily get involved in. For example, children like to explore materials, such as soil, water, paint and play dough, with their hands.

### Personal development, behaviour and welfare are inadequate

Children's safety and welfare are compromised due to the weaknesses in safeguarding. Despite this, children show that they feel safe and enjoy their time at the pre-school. Staff complete risk assessments and daily checks of the premises. This helps to ensure that all areas are safe and suitable for children. Staff maintain ratios and supervise children well at all times. Children have daily opportunities for exercise and fresh air. Staff help to ensure that children are suitably protected from the sun. They support children to learn appropriate hygiene practice throughout the daily routine. Staff generally manage children's unwanted behaviour well. They encourage children to share and take turns. Staff praise children to help to build their self-esteem and confidence.

### Outcomes for children are inadequate

Overall, children's learning is limited and they are not well prepared for the next stage in their learning, and their eventual move to school. This is because not all staff are aware of how to support children's individual learning needs. However, children do acquire some basic skills. For example, they make friends and enjoy their play together. Children listen to and follow instructions, and enjoy looking at books with staff. They eagerly join in with words and actions of familiar songs.

## Setting details

<b>Unique reference number</b>	EY540021
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1139798
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	27
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	St. Peters Penguins Pre-School CIO
<b>Registered person unique reference number</b>	RP540020
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07827665412

St. Peters Penguins Pre-School registered in 2016. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or above, including one with early years professional status. The pre-school is open from Monday to Friday during school term time. Sessions are from 9.15am until 12.15pm. The pre-school 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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