

St Peter's Childrens Centre

St. Peters C of E Primary School, Cambridge Street, Cleethorpes, South Humberside, DN35 8LW



Inspection date

13 July 2018

Previous inspection date

19 November 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The manager does not have a good enough understanding of the procedures to follow if there is an allegation made against a member of staff.
- The manager does not ensure all staff know and understand all safeguarding matters, including current issues which may affect a child.
- Although managers have implemented an effective system to monitor the quality of teaching and learning, they do not use this well enough to ensure the good-quality teaching is improved to a higher level.

It has the following strengths

- Managers and leaders have implemented an effective system to track children's progress. They use this information to identify gaps in learning and ensure effective next step targets for children. Children make good progress from their starting points.
- Children benefit from the well-planned provision. Staff utilise children's observations and assessments to plan engaging and stimulating activities. They seek parents' views and suggest ways to further support children's learning at home.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ gain knowledge of what to do if an allegation is made against a member of staff.	03/08/2018

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

- support leaders and staff to increase their knowledge of wider safeguarding issues which may affect children's safety and well-being
- refine the systems for monitoring the quality of staff practice to ensure teaching is of a consistently high level.

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector had discussions with parents and considered their views.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector reviewed safeguarding, children protection and health and safety policies and procedures, and other relevant records.
- The inspector had discussions with staff and reviewed children's records.

Inspector

Jennifer Dove

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The manager demonstrates a weakness in understanding the necessary procedures to follow in the event of an allegation being made against a member of staff. The manager has not yet implemented a policy which helps all staff to clearly know and understand the necessary action to take in the event that an allegation is made. Managers have implemented an effective system to monitor staff performance through regular group meetings and supervisions. They utilise this information to identify staff's individual training needs for their continued professional development. However, the manager does not use self-evaluation well enough to identify some weaknesses in practice to raise the provision to an outstanding level. In addition, staff do not have a secure knowledge and understanding of wider safeguarding issues that may impact on children's safety and well-being.

Quality of teaching, learning and assessment is good

Staff work closely with parents to find out about their individual home circumstances and children's care and development needs. They provide parents with the opportunity to be involved in their child's learning. Leaders monitor children's progress and closely liaise with other professionals to ensure children receive any early help they need. Staff know the children well. They plan interesting activities for children to observe, and help them learn through their experiences. For example, staff plan a visit from the local wildlife centre. Older children learn about differences between animals and creatures. Staff support them to handle animals sensitively and with care. They use their expertise to extend children's vocabulary well, encouraging them to discuss the differences they observe. Younger children develop their creative skills and mathematical awareness as they use various shapes to make pictures of trains. Staff model children's learning well. They encourage younger children to explore and have their own ideas in play. For example, younger children develop good physical skills as they make marks in shaving foam. Staff support them to ascribe meaning to the marks they make. Very young children develop their emerging speech through interactive stories. Staff encourage them to select character puppets by name. Children are focused and engaged in their play.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management have an impact on children's safety and welfare. That said, children build good relationships with one another. Children's behaviour is good. They learn how to listen carefully and follow instruction well. The effective key-person system supports children to feel safe and secure. Children are served well-balanced and nutritious food during snack and mealtimes. They develop an awareness of how to keep themselves healthy. For example, older children eagerly complete daily exercise programmes which support their physical development. Younger children develop their physical skills using climbing equipment during outdoor play.

Outcomes for children are good

Children are well prepared for their next stage in learning and eventual move to school. Older children develop their early writing skills as they practise writing their name.

Younger children learn that numbers have value and use numbers in their play. Very young children develop their emerging language as they imitate the sounds animals make during stories.

Setting details

Unique reference number	EY217322
Local authority	North East Lincolnshire
Inspection number	1128464
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	65
Number of children on roll	112
Name of registered person	St Peter's Children's Centre
Registered person unique reference number	RP911073
Date of previous inspection	19 November 2015
Telephone number	01472 290779

The nursery employs 21 members of staff, all 19 childcare staff hold appropriate early years qualifications, 17 at level 3 and above, including the manager, who has a degree in Early Childhood Studies and is an Early Years Professional, the other 2 members holding an appropriate level 2 qualification.

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