

St Peter and St Paul's Church of England Pre- School



Parish Hall St Peter & St Pauls Church, Blackburn Road, Rishton,
BLACKBURN BB1 4HD

Inspection date

14 September 2018

Previous inspection date

27 September 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- The managers and leaders have significantly enhanced their practice since the last inspection. Their key focus on supporting children's learning across the prime areas helps to secure the foundations for future learning. Children are happy and feel at home in their appealing surroundings. They gain the skills they require for school.
- Staff welcome children with a friendly smile. Effective distraction methods, such as providing special comfort items or finding a favourite toy, help children who are new to the pre-school to feel settled and assured on arrival. Newly implemented key-group times provide opportunities for children to form a special bond with their key person.
- Staff help children to connect with their wider world. Exciting news, such as the delivery of a postcard from a pre-school in Australia, is readily shared. This aids children's understanding of what connects them to and distinguishes them from others.
- Staff are warm and caring. They encourage all children to be friendly towards one another and to adopt 'kind hands and listening ears'. Novel ideas, such as the caring tree, recognise and celebrate the many kind gestures that children initiate during play.
- Staff provide meaningful learning experiences that incorporate children's interests and strongly support what they need to learn next. All children make good progress.

It is not yet outstanding because:

- Staff do not share enough precise information about children's ongoing learning and progress with parents to further support and extend children's learning at home.
- At times, staff do not grasp some opportunities to extend children's knowledge of colours and how these can be changed.

What the setting needs to do to improve further

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

- share more in-depth and precise information about children's ongoing learning and progress with parents to help them to further support and extend their children's learning at home
- seize more opportunities as these arise during play to help children to build on their good knowledge of colours and how these can be changed.

Inspection activities

- The inspector observed the quality of teaching indoors and outside and assessed the impact this has on children's learning and development.
- The inspector spoke with the staff and children at appropriate times during the inspection. She held a meeting with the manager and with the provider.
- The inspector looked at evidence of suitability, a record of staff's qualifications and training, policies and procedures, health and safety records, self-evaluation documents and children's learning files.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff have a good understanding of the procedures to follow to protect children's welfare. Recruitment and induction procedures are thorough and contribute towards ensuring that all staff have a good understanding of their roles and responsibilities. Regular supervision meetings, weekly briefings and carefully tailored professional development is focused intently on enhancing staff's good knowledge and expertise. Self-evaluation is inclusive. Children actively contribute to their 'Big book of ideas' and staff take account of their views when planning for their future learning. Tracking is used well to identify any gaps in children's learning as these emerge. For example, small nurture groups have been set up to further enhance children's ability to take turns and form early friendships with others. This is having a very positive impact on children's personal, social and emotional development.

Quality of teaching, learning and assessment is good

The well-qualified staff tune into what children know and enjoy. On the whole, they provide challenging experiences that motivate children to play, learn and develop. For example, children are thrilled with the idea of making a rocket outdoors to link in with aspects of a familiar story. Staff provide real-life images to inspire children's design and creativity skills. Children enjoy using large construction materials to create their own desired effect. Staff know when to intervene and move play on. For example, they provide ways for children to observe how a rocket launches and use these opportunities well to support children's ability to count in descending order from 10 to one.

Personal development, behaviour and welfare are good

Staff are calm and consistent in their approach to behaviour management. They help children to understand their own feelings and emotions and encourage them to consider the impact of their actions on others. This helps children to adopt caring and considerate natures. Children enjoy their time outdoors in the fresh air. Daily motivating experiences, such as move and groove time, encourage children to move in a variety of ways. This contributes towards their advancing coordination skills. Staff prepare children well for their move to school. For example, weekly physical education sessions in the school hall help children to become familiar with the routines they will engage in at school.

Outcomes for children are good

All children make good progress from their starting points. Accurate assessments show that where some children's starting points are below those of other children their age, any gaps in learning are closing rapidly. Young children use good physical skills to mould, pat and press malleable materials. They are intrigued by the marks that objects, such as cars, sticks and buttons inflict on these. Older children use good listening skills to link sounds to pictures. They actively take turns during small group games and take pleasure in working together with others to achieve a common goal. Children take an active role in research. They use technology with confidence to find out information, such as how a caterpillar creates a cocoon, to help to extend on their good knowledge.

Setting details

Unique reference number	309442
Local authority	Lancashire
Inspection number	10057101
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	26
Name of registered person	Rishton Parish Church Pre-School Committee
Registered person unique reference number	RP907402
Date of previous inspection	27 September 2017
Telephone number	01254 888 850

St Peter and St Paul's Church of England Pre-School registered in 1992. The pre-school employs four members of childcare staff. Of these, all hold appropriate qualifications at level 3, including the manager who holds an appropriate qualification at level 5. The pre-school opens from 8.30am to 3pm, Monday to Friday, term time. Before- and after-school provision is offered from 7.45am to 8.30am and from 3pm to 5.45pm, Monday to Friday, term time. The pre-school provides funded early education for two-, 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

