

St Johns Pre-School

PARK STREET, LIVERPOOL, MERSEYSIDE L8 6QP



Inspection date	17 September 2018
Previous inspection date	17 November 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- Staff do not benefit from effective supervision and coaching opportunities. As a result, the quality of teaching is not consistently good.
- Staff do not always use what they know about children's skills and abilities to plan effectively for their next steps in learning.
- Children lose interest and concentration during adult-led activities and routines as they sometimes have to sit still or attempt to concentrate for longer than they are able to.

It has the following strengths

- Staff develop positive relationships with children and their families. Children who are new to the setting settle in quickly and begin to form good relationships with staff and other children.
- Staff work well in partnership with other professionals to promote continuity of approach. They share ideas with parents to help them support children's play and learning at home.
- Children are encouraged to be independent. For example, they serve their own meals, manage their own personal hygiene needs and choose where they would like to play. This helps to prepare them for their future learning.

What the setting needs to do to improve further

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

	Due date
engage all staff in rigorous and focused supervision and professional development to enhance the quality of teaching to a consistently good level	29/10/2018
plan activities more effectively to focus on individual children's next steps in learning.	12/11/2018

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

- manage routines more effectively so that children have the best possible opportunities to engage and concentrate during focused or group activities.

Inspection activities

- The inspector spoke with parents and reviewed their written feedback.
- The inspector had a tour of the areas used for childcare purposes. She observed activities in all areas.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the provider.
- The inspector reviewed and discussed relevant documents, including evidence of staff's suitability and qualifications, and children's records.

Inspector

Lauren Parsons

Inspection findings

Effectiveness of leadership and management requires improvement

Staff have not been provided with effective supervision, coaching and support. This has resulted in a variation in teaching which has not been addressed effectively. However, staff have had some access to training courses. For example, they are now developing sessions to enhance parents' knowledge of reading books and stories to support children's literacy and communication skills. Safeguarding is effective. Staff understand how to identify and report any concerns about children's welfare. They are alert to indicators that children are being exposed to extreme views. The provider verifies staff's ongoing suitability well. Parents are complimentary about the staff working at the pre-school and the support provided to their children. They have opportunities to review and contribute to their children's assessments and learning records.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is not consistently good. Staff do not always make good use of what they know about children's development to plan challenging activities that reflect individual children's next steps in learning. Staff observe children and assess their development accurately. They conduct the required developmental checks to share with parents and other professionals. Children enjoy playing with staff and seek them out for help or to join in with their games. Some staff use questions effectively to support children's thinking skills. For example, during stories staff ask questions and wait for children to respond. Children explore play dough, sawdust and sand. They enjoy getting messy and feeling different kinds of textures.

Personal development, behaviour and welfare require improvement

Sometimes, children have to sit for too long or engage in too many focused or adult-led experiences for prolonged periods. They struggle to concentrate and consequently lose engagement in the activities. Staff promote children's physical health well. They ensure that children clean their hands and offer them nutritionally balanced snacks and meals. Children's individual dietary requirements are adhered to. Children exercise in the outdoor area. They enjoy running and also using physical equipment to spin and balance. Children learn about diversity and the wider world, and their own backgrounds and cultures are respected. Staff praise children when they achieve something or complete a task. This helps to develop children's confidence and self-esteem.

Outcomes for children require improvement

Overall, children do not make the best possible progress due to a variation in the quality of teaching and planning. They do, however, gain some skills that help them to prepare for the next stages of their learning. For example, older children begin to talk about written letters as they complete alphabet jigsaw puzzles. They recite numbers and begin to understand some other mathematical concepts, such as size and shape. Older children generally follow adults' instructions well.

Setting details

Unique reference number	EY438858
Local authority	Liverpool
Inspection number	10064723
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	30
Number of children on roll	25
Name of registered person	St John's Management Committee
Registered person unique reference number	RP531205
Date of previous inspection	17 November 2015
Telephone number	0151 345 4900

St Johns Pre-School re-registered in 2011. The pre-school employs seven members of childcare staff and the manager. Of these, all hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday, 8.30am until 5pm, for 50 weeks per year. The pre-school provides funded early education for two- and three-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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