

St Anne's Pre School

St. Annes RC Primary School, Chace Avenue, COVENTRY CV3 3AD



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| Inspection date | 27 September 2018 |
| Previous inspection date | 5 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 | | Good | 2 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

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

- The provider has not provided Ofsted with information as required about the change to the hours that the pre-school operates.
- Leadership and management are not wholly successful in monitoring practice and providing training and coaching so that all staff know how to use their observations and assessment to effectively promote children's future learning.
- Staff do not fully support children in exploring, finding things out for themselves, and developing their own ideas and strategies for doing things.
- At times, staff do not give children enough time to put their own thoughts into words, in conversation and when questions are asked of them.

It has the following strengths

- Staff use effective strategies, including signing, to support children who speak English as an additional language. They learn some words in children's home languages while helping them to develop their use of English.
- Group times are successful in capturing the interest of children who are of different ages and mixed abilities. Children are keen to show the items that they have brought in for 'show and tell'.
- Staff effectively promote children's understanding about the impact and effect of exercise on their bodies.
- Children enjoy looking at books in a cosy area of the playroom. Older children understand that print carries meaning and information can be gained from books.

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 |
|--|------------|
| make sure that Ofsted is notified of any proposal to change the hours during which childcare is provided | 28/09/2018 |
| ensure guidance, coaching and training is increased so that all staff have a good understanding of how to fully promote children's progress across all areas of learning and plan in accordance with what each child already knows | 31/10/2018 |
| improve opportunities for children to explore different materials, develop their own ideas and develop strategies for doing things. | 31/10/2018 |

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

- extend practice for promoting children's thinking and speaking skills, consistently giving them time to put their thoughts into words, in conversation and when questions are asked of them.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager, and discussed teaching methods with her.
- The inspector held meetings with the provider and the manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector took account of parents' views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of leadership and management requires improvement

The provider does not ensure that all requirements are continually met. The pre-school has been operating an afternoon session since the beginning of term and the provider has not informed Ofsted of this change to the operational hours. That said, the arrangements for safeguarding are effective. Staff are aware of potential risks and minimise these appropriately. They ensure that the premises are secure. Procedures for staff recruitment, selection, induction and suitability meet requirements. Staff are aware of the signs of child abuse and their responsibilities to prevent children from being drawn into situations that put them at risk. They know the internal and the local referral procedures to follow if they are concerned about a child. The provider and manager, who has been in post since the beginning of the autumn term, are developing procedures for monitoring staff practice. However, supervision of staff is not strong enough to ensure that teaching and planning for the next steps in children's learning are good across the staff team. Parents say that communication with staff is good.

Quality of teaching, learning and assessment requires improvement

Staff do not consistently make good enough use of the information gained from observing children to plan effectively for every child's future learning. Teaching across the staff team is variable. Some staff do not successfully adapt activities in order to meet different learning needs. They do not fully support children in exploring and investigating different materials and finding things out for themselves. That said, children interact well with each other and with staff while they play. Staff encourage children to count as part of the daily routine, and while they take part in activities. Children join in when staff count the 20 children present while they stand in line before returning to the playroom after playing outside. Some children choose to colour in pictures of birthday cakes and then draw the number of candles that represent their age.

Personal development, behaviour and welfare are good

In spite of some weaknesses in teaching and learning, staff promote children's personal, social and emotional development well. They create a welcoming environment and children separate from their parents happily. Children are physically active in the outdoor play area every day. They behave in ways that are safe for themselves and others. For example, they know the invisible boundary for riding on tricycles so that other children can play safely with other outdoor activities. Children learn to share and take turns and they are aware of simple behaviour rules. When asked about these at group time, children say 'we don't run', 'kind hands' and 'indoor voices'.

Outcomes for children require improvement

Children gain sufficient skills to prepare them for school. However, not all children make best possible progress as teaching and planning for learning are not consistently good. Children learn to manage their self-care needs independently. They gain an understanding of different traditions, families and communities beyond their own experience. Children learn to recognise their names in print. Their handling skills are developing well and some are learning to write their names.

Setting details

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| Unique reference number | EY389074 |
| Local authority | Coventry |
| Inspection number | 10062278 |
| Type of provision | Sessional day care |
| Registers | Early Years Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 3 - 4 |
| Total number of places | 24 |
| Number of children on roll | 23 |
| Name of registered person | St. Anne's Catholic Primary School Governing Body |
| Registered person unique reference number | RP911313 |
| Date of previous inspection | 5 November 2015 |
| Telephone number | 02476 302882 |

St Anne's Pre School registered in 2009 and operates from premises within St. Anne's Catholic Primary School in Coventry. The pre-school is managed by the leader of early years in the school who holds qualified teacher status. Five staff care for the children, one of whom is qualified at level 6 and two are qualified at level 3. The pre-school opens Monday to Friday during term time only. Sessions are from 8.45am until 3pm. 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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