

St Pauls Pre-School

St. Margarets of Scotland RC VA Infant School, Rotheram Avenue, Luton,
Bedfordshire LU1 5PP



Inspection date	26 September 2018
Previous inspection date	14 May 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

The provision is outstanding

- The highly qualified and experienced manager leads her team of dedicated and committed professionals superbly well to provide children with first-rate learning experiences to motivate and inspire them to achieve at the highest levels.
- Leaders are extremely well organised. They implement robust risk assessments and policies and procedures which underpin staff practice to promote children's health, safety and well-being expertly. Staff place children's welfare at the heart of what they do.
- Experienced and well-qualified staff know the children extremely well. They expertly adapt activities to enable all children to achieve their best. Teaching is fluid and responsive to children's individual stage of development and emerging interests. Children make rapid progress.
- Staff regularly observe children and share information with parents so they know how they can support children's ongoing learning at home. Parents are extremely complimentary about the pre-school. They state they feel their children are very well prepared for the move to school.
- Staff establish highly effective partnerships with other professionals involved in children's lives. Children benefit from this consistency in their care and learning.
- Children thrive at the pre-school. They make significant gains in their confidence and build high levels of self-esteem. Staff regularly praise their efforts and promote a positive atmosphere of trust and respect.
- Children establish extremely strong bonds with staff and settle quickly in pre-school. They are confident to explore and are deeply engaged in their chosen activities.

What the setting needs to do to improve further

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

- continue to enhance even further the excellent partnerships with parents to help to sustain high outcomes for children.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the provider. 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
Gail Warnes

Inspection findings

Effectiveness of leadership and management is outstanding

The manager and her team demonstrate an uncompromising commitment to raising children's outcomes. They implement robust procedures to analyse precisely the progress children make, both individually and for the different groups of children that attend. The manager uses this information to help identify any gaps in children's progress or in practice. This helps staff to adapt planning and implement targeted work to help maintain the high levels of progress children make. Staff highly value the excellent partnerships they have with parents and have plans in place to enhance these further to sustain children's high achievements. Safeguarding is effective. Staff confidently fulfil their role to protect children from harm. Staff demonstrate an expert knowledge of wider child protection issues and what to do should they have any concern about a child's welfare. Recruitment and induction processes are extremely thorough to assure the suitability of adults working with children.

Quality of teaching, learning and assessment is outstanding

Staff effortlessly extend children's learning through their chosen activity. There is a strong focus to support children's communication and language development. Staff help children practise speech sounds as they play. They listen perceptively to children and introduce new words to build their vocabulary and aid understanding. Children build strong literacy skills. They borrow books to read at home with their parents. They anticipate phrases in familiar rhymes and songs. Staff help children to build secure counting skills and explore shape and measure. Children compare the size of towers they build and consider the distance a ball will travel as it is pushed down a ramp. This helps them to develop deep thinking skills and begin to make mathematical predictions.

Personal development, behaviour and welfare are outstanding

Children thoroughly enjoy the outdoor environment, where they learn how to use spades safely in the digging area and grow vegetables with the staff. Children help new children to the pre-school learn about the routines. For instance, they show their new friends where to put their plates after lunchtime. Children show increasing confidence and independence in their personal hygiene routines. Staff provide pictures to help non-verbal children and children who speak English as an additional language to express their needs and wants. Staff provide a wealth of activities which helps to foster children's understanding of equality and diversity. Children gain a superb sense of community and learn how they can help others. For instance, they join in with fundraising events to help other children in their community.

Outcomes for children are outstanding

All children make rapid progress given their starting points and capabilities. They gain the key skills and positive attitudes to support the next stage in their learning and eventual move to school. Children confidently explore the interesting environment. They build friendships and learn how to negotiate fair turn taking with popular toys and resources. Children develop acute listening skills, identifying and copying environmental sounds. This helps to develop early reading skills and build good pronunciation in speech.

Setting details

Unique reference number	EY311559
Local authority	Luton
Inspection number	10068947
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	41
Name of registered person	Byrne, Claire Terrena
Registered person unique reference number	RP514402
Date of previous inspection	14 May 2014
Telephone number	01582 723818

St Pauls Pre-School registered in 1986. It employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, including the manager who holds early years professional status. The nursery opens Monday to Friday from 8.15am until 4pm, during school term time only. Sessions are from 9.15am to 12.15pm and 12.15pm to 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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