

# Kilnhurst St Thomas

## Pre School



St. Thomas C of E Primary School, Meadow View Road, Kilnhurst,  
Rotherham, South Yorkshire S64 5UA

<b>Inspection date</b>	17 October 2018
Previous inspection date	10 November 2014

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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

### Summary of key findings for parents

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

- The management team does not ensure that all staff have up-to-date knowledge of wider safeguarding issues.
- Staff have not yet fully established ways of supporting even further those children who speak English as an additional language to help them settle more quickly and enrich learning.

#### It has the following strengths

- The management team and staff have built very good relationships with other early years providers that children attend, including at the host school. They are committed to working together to maintain continuity in children's care and learning. Children experience a seamless move on to school.
- Staff assess children's progress accurately. They plan activities that interest children and enable them to take the next steps in their development. They work closely with other professionals to provide programmes for children who have special educational needs and/or disabilities. As a result, all children make good progress.
- Children learn about the benefits of a safe and healthy lifestyle through activities and routines. They are encouraged to take manageable risks as they climb trees, this boosting their confidence in their own abilities.
- Children's behaviour is very good. They learn to share, take turns and to consider others' feelings. For example, older children are encouraged to invite the newer children into their play activities in the home corner.

## 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
ensure that all staff have up-to-date knowledge and understanding of wider safeguarding issues, such as the 'Prevent' duty England and Wales 2015.	31/10/2018

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

- review ways of supporting even further those children who speak English as an additional language.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with the manager, staff and children. She looked at relevant documentation and evidence of the suitability of adults in the setting.
- The inspector took the views of parents into account.

**Inspector**  
Helene Terry

## Inspection findings

### Effectiveness of leadership and management requires improvement

The arrangements for safeguarding are effective. The management team and staff know the procedures they must follow in the event of a child protection concern about a child in their care. They know the procedures to follow in the event of an allegation made against a member of staff. The management team and staff have an appropriate awareness of the signs and symptoms of possible abuse. However, some staff are less secure about their understanding of wider safeguarding issues relating to the 'Prevent' duty. Staff carry out thorough risk assessments and remove any hazards that may harm a child. Staff deploy themselves effectively and supervise children well at all times. Sound recruitment and induction procedures are in place to ensure that all staff are suitable for their role. The manager's observations of staff practice and staff supervision highlights their training needs. Staff are committed to continuing their professional development and improving their skills and knowledge. This improves the outcomes for children. Partnerships with parents are good. Information is regularly exchanged to ensure continuity for the children. Self-evaluation shows priorities for improvement.

### Quality of teaching, learning and assessment is good

Teaching is consistently good. Staff provide a very good range of resources that is inviting and promotes children's independent learning. Staff help children think through their ideas and consider ways to solve problems as they make people from play dough. They talk about using circles for the head and discuss the best way to make eyes. Staff place a strong emphasis on supporting children's speech and language skills, overall. They monitor and review children's progress in this area of learning and use intervention activities, as early as they can, to help narrow any possible gaps in children's learning.

### Personal development, behaviour and welfare require improvement

The weakness identified in leadership and management impinge on children's welfare. In addition, staff do not always fully consider the languages that children speak at home to help children settle more quickly and enhance their learning. However, on the whole settling-in arrangements are effective. Parents are encouraged to bring in photographs of special people in children's lives and these are used for discussions with the children. Children are also supported very well in their move on to school. They have regular visits into the Reception class for group activities and staff talk with children about their emotions and changes in their lives. Children demonstrate that they feel secure, owing to the warm, caring relationships that they have with staff.

### Outcomes for children are good

Children acquire the essential skills that they need for the next stage in their learning and their move on to school. Children are inquisitive and engaged in learning. They ask questions and learn about how leaves and roots help trees grow. Children develop their language skills, they enjoy stories, songs and adapt their tone of voice when staff present to them the 'loud lion' puppet or the 'quiet mouse'.

## Setting details

<b>Unique reference number</b>	303242
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10059365
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	St Thomas Pre School Committee
<b>Registered person unique reference number</b>	RP523281
<b>Date of previous inspection</b>	10 November 2014
<b>Telephone number</b>	01709 578481

Kilnhurst St Thomas Pre School registered in 1995. The pre-school employs eight members of staff. All staff hold appropriate early years qualifications at level 2 or above. One member of staff holds a foundation degree in early years. The pre-school opens Monday to Friday term time only. Sessions are from 8.45am to 11.45am and midday to 3pm. 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.

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