

# St Peter's Pre-School

Winslow Vestry, St. Peters Church Lane, Droitwich, Worcestershire WR9 7AN



<b>Inspection date</b>	25 October 2018
Previous inspection date	16 November 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 manager offers good support and guidance to a well-established and experienced team of staff who are clearly motivated and enjoy the time they spend with children.
- The quality of teaching is good and on occasions staff demonstrate exceptional practice, in particular in promoting children's listening and attention skills and aspects of their mathematical development.
- Staff know children well and build close relationships with their parents from the very start. Parents benefit from a detailed induction process and staff collate useful information about children's care and development. This helps staff to identify quickly any children who may need additional support.
- Staff are sensitive to the needs of children and place a good focus on supporting their emotional well-being. They place a high priority on helping children understand the codes of behaviour in place and how to keep safe.
- Staff provide a good range of first-hand experiences to help children increase their knowledge of the natural and wider world and their local community.

### It is not yet outstanding because:

- The manager and staff do not make the very best use of children's assessment information to help provide highly challenging activities.
- Staff do not consistently provide a motivating range of activities to capture the boys' interest even further in writing and being imaginative and creative.

## What the setting needs to do to improve further

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

- make the very best use of children's assessment information to help all children undertake highly challenging activities to help raise their achievement to the highest level
- increase the boys' enthusiasm even further in writing activities and being imaginative and creative.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at the pre-school during the inspection.
- The inspector took account of the views of parents.

### Inspector

Parm Sansoyer

## Inspection findings

### Effectiveness of leadership and management is good

The manager, deputy and the chair of the committee, who is also a member of staff, work closely together with staff and children. The manager has a good overview of staff practice and supports them well through coaching and regular staff supervisory sessions. Arrangements for safeguarding are effective. Staff have a good understanding of child protection and wider safeguarding issues and the procedure to follow if they have a concern about a child. Good progress has been made since the last inspection and there is a clear action plan in place to develop practice even further. There are robust vetting systems to ensure staff and committee members are suitable. Parents report that they are very satisfied, that their children are happy and settled and they receive detailed information about their care and progress.

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

Staff use a good range of teaching methods and place a strong focus on introducing new words and concepts, including mathematical concepts, as children play. Morning registration is used extremely well by staff to promote children's communication and language skills, and children show excellent levels of attention and involvement. Staff skilfully incorporate early phonics and number recognition. For example, staff use a number bag and children easily recognise the numbers and sing the rhyme linked to the number. Staff plan a good range of activities with a clear learning intention. For example, children confidently follow instructions as they each make their own pastry in their individual bowl to make their jam tarts.

### Personal development, behaviour and welfare are good

Staff place a clear focus on teaching children about keeping safe. For example, staff take children on regular walks in their local community and teach them about road safety and how to keep safe around dogs and near ponds. They learn about the dangers of picking berries and how to keep safe in hot weather. Staff help children to learn about their bodies and the importance of exercise. Children learn about the benefits of fresh produce as they care for the carrots, strawberries and herbs they have planted. Staff encourage children to talk about their own families and teach them about the local community and the wider world. For example, a topic about food from around the world encourages children to taste Chinese, French, Indian and Polish food.

### Outcomes for children are good

All children, including those who speak English as an additional language, make good progress and are well prepared for school. Children show a keen interest in mathematical concepts as they consider the speed the toy cars travel down the ramp and calculate the number of bricks as they build. Children show a real interest in transport and road signs. For example, children compare how trains, boats and aeroplanes travel. Children enjoy taking part in early scientific experiments, such as freezing water, and they consider how things change during baking sessions. Children thoroughly enjoy music sessions where they compare sounds and explore rhythm and rhyme. Children enjoy their time at the pre-school and have close relationships with staff.

## Setting details

<b>Unique reference number</b>	205223
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10079511
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	St Peter's Pre-School (Droitwich) Committee
<b>Registered person unique reference number</b>	RP907761
<b>Date of previous inspection</b>	16 November 2017
<b>Telephone number</b>	07980070023

St Peter's Pre-School registered in 1976. It is situated in Droitwich, Worcestershire. The pre-school opens from Monday to Friday during term time. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs five members of childcare staff. Of these, four hold an appropriate early years qualification at level 3 and one is unqualified.

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