

St. Peters Penguins Pre-School

Kirkley Church Hall, St Peters Road, Lowestoft NR33 0LJ



Inspection date	9 November 2018
Previous inspection date	2 July 2018

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- Staff do not have a consistently good understanding of the procedure to follow to report concerns about a child's welfare. This puts children at risk from harm.
- Although the manager has developed good systems for monitoring staff's interactions with children, these do not focus on specific ways to raise teaching to the highest level.

It has the following strengths

- Staff get down to children's level and enthusiastically join in with their play. They encourage children to develop their communication skills.
- Staff work well as a team to share information about children's next steps in learning. They support each other to assess and track children's development carefully. Staff plan interesting activities to help close any gaps in children's knowledge and development.
- Children's behaviour is good. Staff are calm and respect children's individual needs. Children respond well as staff model expected behaviour and good manners.
- Children make good progress from their starting points and are learning important skills to prepare them for starting school, when the time comes.
- Staff continually encourage children to follow their own ideas and make decisions about what activities they would like to do.
- Parents speak positively about the pre-school. They say their children look forward to their pre-school sessions. Staff share information about children's progress with parents and give them ideas of activities to do together at home.

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 a robust knowledge of child protection procedures to ensure that concerns about a child's safety and welfare are reported and responded to in a timely way	07/12/2018

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

- enhance the monitoring of the quality of teaching to continue to extend staff's good interactions with children.

Inspection activities

- The inspector observed activities indoors and outdoors and assessed the impact of these on children's development.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager, staff and a representative for the management committee.
- The inspector spoke to staff at appropriate times, and spoke to parents and children to obtain their views.
- The inspector checked a range of documentation, such as evidence of suitability checks for staff and the safeguarding policy and procedures.

Inspector
Helen Hyett

Inspection findings

Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. Staff do not have a consistently good awareness of the procedure to follow if they have concerns about a child's welfare. This means that children's welfare is not assured. Despite this weaknesses, the new manager and staff have taken many steps to address the actions raised at the last inspection. The manager shows an appropriate understanding of safer recruitment procedures for new staff. All staff have a Disclosure and Barring Service check and the manager has introduced systems to check their ongoing suitability to work with children. Staff show a secure awareness of the signs that may indicate that a person is at risk from being influenced by extreme views. The manager has worked with the local authority to improve teaching to a good level. She is able to evaluate accurately the impact of activities on children's learning.

Quality of teaching, learning and assessment is good

Children enjoy their time at the pre-school. They choose from a wide range of well-planned activities. Children enjoy re-creating firework pictures, using control of their small muscles to use paint brushes, rollers and squeeze paint from pipettes. Staff follow children's interests well, for example, as they follow their requests for different colours of paint. Children show great excitement during physical activities, such as dancing and yoga. They enjoy moving their bodies to music, balancing and moving around pretending to be aeroplanes. Staff support this well, for instance, as they praise children for exploring different ways of moving and teach them how to use a range of instruments. Staff use knowledge from training to provide inclusive activities, where all children can participate in their own way.

Personal development, behaviour and welfare are inadequate

The weakness in leadership and management means that children's welfare is compromised. However, children form good bonds with staff and are keen to invite them to play with them. Staff welcome children into the pre-school and offer them a healthy breakfast. Staff sit with the children and talk to them about what they are eating and what they would like to do next. Children are regularly given the option to play outside in the fresh air and many choose to do so. Staff work well with parents of children who have special educational needs and/or disabilities. For example, they share ideas of ways to encourage positive behaviour and increase children's abilities to interact with their friends.

Outcomes for children are good

Children make good progress from their starting points. They interact very well with staff and each other. Children learn to talk in sentences and express their wants and needs. Children show good levels of engagement in their play. For example, they are motivated to develop their hand-to-eye coordination as they take part in a 'disco' using dough. They mould, roll and shape the dough, while listening to music, with much excitement.

Setting details

Unique reference number	EY540021
Local authority	Suffolk
Inspection number	10080244
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	36
Number of children on roll	17
Name of registered person	St. Peters Penguins Pre-School CIO
Registered person unique reference number	RP540020
Date of previous inspection	2 July 2018
Telephone number	07827665412

St Peters Penguins Pre-School registered in 2016. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or above. The pre-school is open from Monday to Friday during school term time. Sessions are from 9.15am until 12.15pm. 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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