

St Peters Preschool

62 Crescent Road, Woolwich, London SE18 7BN



Inspection date	6 December 2018
Previous inspection date	18 December 2017

The quality and standards of the early years provision	This inspection:	Good	2
	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

This provision is good

- The leadership and management team understand the importance of self-evaluation and strive for continuous improvement. Leaders and managers work well together to address the recommendations raised at the last inspection. For example, they provide boots and rain jackets for children to be able to access the outdoor area even if it is raining.
- Staff regularly share information with parents about their children's learning and development, and encourage them to support children's learning at home. This helps children make good progress, especially with their communication skills. Parents feel pleased about all aspects of their children's learning. They are happy that their children are safe and well looked after.
- Staff effectively support children's learning. They observe them and follow their interest to be able to plan activities that will challenge and interest them. Parents are involved in this process, for example, they stay during the first settling-in sessions and discuss the child's interests and abilities. Children form secure attachments to the key person which helps them to develop emotionally.
- Children's healthy lifestyles are well supported. They have daily opportunities to exercise indoors and outdoors, get fresh air and receive nutritious and balanced snacks.
- Children are well prepared for their move to school. They have opportunities to take books home to read with parents as well as they use the school's outdoor area for their learning at time. This helps them become familiar with school settings.
- The arrangements for professional development are not yet very highly focused on staff's individual training needs to continually help raise the quality of teaching and practice.
- Staff are not always using effective strategies to help children understand what is expected of them during groups 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 develop systems for professional development to ensure individual staff get the training and support they need to continually raise the quality of practice
- continue to build on children's understanding of expected behaviour during planned group activities.

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 carried out a joint observation with the manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector looked at children's records, the planning documentation, evidence of the suitability of staff and a range of other documents.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Anja Eribake

Inspection findings

Effectiveness of leadership and management is good

The manager and her team are ambitious and strive to provide the best care possible for the children. They aim to ensure that children can play and learn in a safe and stimulating environment, completing regular risk assessments and checks to support this. The manager holds regular supervision meetings with the staff to discuss the development of children and staff. This helps to ensure support is provided for all children to make the best progress possible. Safeguarding is effective. All staff have a secure knowledge of safeguarding. The manager ensures that all staff maintain an up-to-date knowledge of the procedure they have to follow if they should have a concern about the welfare of a child or conduct of a member of staff.

Quality of teaching, learning and assessment is good

Staff are enthusiastic and listen to the children during their play. Staff show interest and excitement about what the children are doing, motivating children to learn and play. Staff plan together as a team, taking into consideration each child's next steps in learning as well as the interest they have shown in the resources so far. This helps ensure all staff know where children need support in their learning. Staff encourage individual children's early writing skills using different opportunities, such as big paper on the floor or boards outside to use with chalk or water, to make it more interesting. Children have plenty of opportunities to develop their physical skills indoors and outdoors. For example, children coordinate their movements when using a climbing frame indoors and pouring water in a can to water the plants outside. Staff communicate well with children to help develop their communication skills, repeating after them and using pictures to support their understanding.

Personal development, behaviour and welfare are good

Staff are good role models and encourage children to take up small tasks, such as clearing away or setting up. Staff are attentive to the children and value what they have to say. This helps give children a strong sense of achievement and contributes to their high levels of self-esteem. When children play with the paint outside they call staff to show them what they have done. Staff use snack time to join in, role modelling how to eat and be healthy, as well as talk about numbers and amounts when looking how many pieces of fruit they have eaten. Staff show genuine care for all children and value them as individuals. This has a positive impact on children's emotional well-being.

Outcomes for children are good

All children make good progress from their starting points, including those who speak English as an additional language. Children freely share their ideas and opinions and develop good social skills. For example, children talk about how they have transferred the water outside, using buckets and watering cans. They learn to reflect on, and evaluate, their learning and develop skills in writing and mathematics. Children develop good self-care skills, such as using the toilet and washing their hands. This supports their independence needed for their move to school.

Setting details

Unique reference number	EY290731
Local authority	Greenwich
Inspection number	10079676
Type of provision	Sessional 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	20
Number of children on roll	24
Name of registered person	St Peters Pre-School Woolwich Committee
Registered person unique reference number	RP523922
Date of previous inspection	18 December 2017
Telephone number	02036206661, 07522237176

St Peters Preschool registered in 2004. It operates from Woolwich, in the London Borough of Greenwich. The pre-school operates from Monday to Friday from 9.15am to 3.15pm. The pre-school is in receipt of funding to provide free early education for two-, three- and four-year-old children. It employs four members of staff, who all hold appropriate early years qualifications at level 3.

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