

St. Peters Penguins Pre-School



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

Inspection date	5 April 2019
Previous inspection date	9 November 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 management committee and staff team have made significant improvements to raise the quality of provision. All staff understand their responsibility to report any concerns they have, to keep children safe from harm. They are fully aware of the procedures they must follow should they have any concerns about children's welfare.
- The manager works closely with her small team. They regularly observe children and routinely monitor their progress by tracking children's development. Staff use information from assessments to support children's next steps in learning and to help inform the pre-school's plans for improvement.
- Staff work in close partnership with parents to support children's learning. They encourage parents to share information about their children and contribute to their initial assessment. Staff effectively engage with parents to inform them about their children's ongoing progress in the pre-school.
- Children build secure attachments to staff. This has a positive impact on their emotional well-being. Children demonstrate that they feel safe and secure in their environment.
- At times, the staff do not give children enough time to think through and express their ideas in response to their questions.
- Staff do not always provide children who prefer to learn and play outdoors with the best possible opportunities to enhance their early reading skills.

What the setting needs to do to improve further

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

- enhance teaching strategies to provide children with more time to think about and respond to questions
- enrich the range of activities for children who prefer to play and learn outdoors, to extend their learning to the highest levels.

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 pre-school manager and spoke to the provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager ensures that staff keep their knowledge of a wide range of safeguarding issues up to date. Clear policies and procedures are in place to guide staff. The management team monitors staff performance effectively. Staff have regular opportunities to reflect on their practice and identify how they can improve further. This helps to strengthen teaching and has a positive impact on children's learning and development. Staff keep up to date with developments, for example, by reading online publications and websites, and access training when possible to help to extend their skills. They work in close partnership with other professionals to help meet the needs of individual children. Staff put consistent approaches in place to support children in their care and learning.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn through play. They carefully organise the hall so that children have opportunities to play with a wide range of toys and resources. Children actively explore the indoor environment and choose what they would like to do next. For example, they investigate sand with their hands and enjoy pushing toy vehicles through paint to make tracks on paper. Children engage well and show good concentration. Staff get down to children's level and join in with their play experiences. They talk to children about what they are doing and the experiences they have outside of the pre-school. Staff generally question children well to build on what they already know. They use opportunities to incorporate counting and colours into children's play.

Personal development, behaviour and welfare are good

Children are happy and enjoy their time at the pre-school. They are familiar with the daily routines, which helps to support their emotional well-being. Staff help to promote children's good health. Children follow good hygiene routines and learn about the importance of healthy lifestyle choices. For instance, staff talk to children about what are healthy and unhealthy foods and involve children in discussions about where fruit and vegetables come from. Children experience sociable mealtimes. They enjoy opportunities to develop their physical skills indoors and outdoors. For example, children experiment with balls, eagerly throwing them into a container, and enjoy moving and balancing during a yoga activity. Staff praise children as they recognise their efforts and achievements. They are consistent in teaching children to share and take turns.

Outcomes for children are good

Children develop many skills needed to help prepare them for the next stage in their learning, including their eventual move on to school. For example, they find their name card to register themselves on arrival. Children become more independent, for instance, as they pour their own drinks and butter crackers at snack time. They readily go to staff for support when necessary. Children learn to listen to staff and follow instructions well, such as helping to tidy up when it is time to do so. They enjoy joining in with words of familiar songs. Children have regular access to resources to stimulate their early writing skills. They develop their personal care skills well, relevant to their age and ability.

Setting details

Unique reference number	EY540021
Local authority	Suffolk
Inspection number	10085366
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	36
Number of children on roll	19
Name of registered person	St. Peters Penguins Pre-School CIO
Registered person unique reference number	RP540020
Date of previous inspection	9 November 2018
Telephone number	07765 198523

St. Peters Penguins Pre-School registered in 2016. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens 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.

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