

St Peters Preschool CIC

St Peters Church Hall, St. Peters Church, Old Church Road, Harborne,
BIRMINGHAM B17 0BB



Inspection date

21 May 2019

Previous inspection date

4 December 2015

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

Summary of key findings for parents

This is a provision that requires improvement

- Managers do not always promote children's well-being as well as possible. They do not maintain accurate records of accidents. In addition to this they do not keep accurate records of medication they administer to children.
- Managers do not monitor the quality of teaching and learning sufficiently. Staff do not always make precise assessments of children's achievements. This means that gaps in learning are not always identified or addressed quickly enough.
- The quality of teaching is variable. Adult-led group activities are not always planned well enough. This results in some children becoming bored and losing interest.
- Staff do not consistently promote effective hygiene procedures. Children do not always follow good handwashing routines.
- Managers do not reflect on staff's practice robustly enough in order to identify and tackle some weaknesses within the provision.

It has the following strengths

- The key-person system is effective. Children receive sound emotional support. New children are offered frequent reassurance and encouragement. Staff are kind and caring. This helps to promote children's emotional well-being.
- Parents are happy with the service provided. They say that their children are always happy to attend.

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
keep accurate written records of accidents sustained by children	28/05/2019
keep an accurate written record each time a medicine is administered to a child	28/05/2019
improve assessment procedures to accurately identify children's level of development and use this to plan precisely for children's future learning needs.	21/06/2019

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

- improve the organisation of some adult-led group activities to ensure children are able to remain engaged and interested
- improve some handwashing routines to ensure children's good health is fully promoted
- develop a robust evaluation process to monitor the quality of the practice, in order to identify and address any areas of weakness within the setting.

Inspection activities

- Ofsted carried out this inspection as a result of a risk assessment, following information it received about this provider.
- The inspector observed staff engaging with children in a range of activities.
- The inspector completed a joint observation with the deputy manager.
- The inspector held meetings with the managers. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to children, staff and parents during the inspection and took account of their views.

Inspector

Amanda Tompkin

Inspection findings

Effectiveness of leadership and management requires improvement

The arrangements for safeguarding are effective. Managers and staff have a sound understanding of child protection issues. They are aware of the procedure to follow should they have concerns about a child's welfare. Staff ensure the premises are secure and daily safety checks are completed. Staff share information with parents about accidents and medication administered to children. However, they do not always record accurate written records of these. The managers have some arrangements in place for self-evaluation and performance management of staff. However, despite all staff being qualified, the quality of teaching is too variable to ensure children are progressing at a good level. Partnership working with parents is effective. Staff share regular updates with parents to ensure they are well informed.

Quality of teaching, learning and assessment requires improvement

Staff make regular assessments of children's progress. However, these are not always accurate and are not always used effectively enough to plan for children's future learning needs. Activities planned do not always take into consideration what children need to learn next. In addition to this, group activities are not always planned well enough. During large-group activities, some children are not able to join in and participate. This means that some children become restless and lose interest. Despite this, children enjoy some appropriate activities. They enjoy taking part in creative activities, using various items to create collages of sheep. Children's communication and language skills are developing well. Staff engage them in meaningful conversations and discussions.

Personal development, behaviour and welfare require improvement

Children have daily opportunities to develop their physical skills outdoors where they benefit from fresh air and exercise. However, suitable handwashing facilities for children after messy activities are not always provided. Children use a communal bowl of water. This means they do not consistently learn about good hygiene practices. Children behave well. They make friends with each other and learn to share, take turns and cooperate with each other. Children learn about their local community. They have recently enjoyed visits to the local residential home for the elderly.

Outcomes for children require improvement

Weaknesses within teaching mean that children, including those in receipt of funding, do not always make the progress they are capable of. Nevertheless, most children are gaining some of the basic skills they need to help support them with their move to school. Children develop appropriate literacy skills. They learn to recognise their own name in print and enjoy looking at books. Children learn to manage simple tasks for themselves, such as cutting their own fruit at snack time.

Setting details

Unique reference number	EY413644
Local authority	Birmingham
Inspection number	10105994
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	41
Name of registered person	St Peters Pre School CIC
Registered person unique reference number	RP905529
Date of previous inspection	4 December 2015
Telephone number	07825408057

St Peters Preschool CIC registered in 1993 and is located in Harborne, Birmingham. The pre-school operates from Monday to Friday during term time only. Sessions are from 8.30am until 12.30pm, except for Wednesdays and Fridays when the session runs from 8.30am until 3pm. There are nine staff who work with the children, all of whom hold appropriate early years qualification at level 3. One member of staff holds a teaching qualification. 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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