

St. Peters Preschool

Pedmore Lane, Stourbridge, West Midlands DY9 0SW



Inspection date	4 July 2019
Previous inspection date	30 April 2019

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

- Good progress has been made since the last inspection. Committee members have a clear understanding of their roles and responsibilities to enable them to fulfil the safeguarding requirements and their leadership and management duties.
- Teaching is good. Staff place a strong focus on promoting children's communication and language skills. They provide targeted interventions to those children who are identified as needing additional support and help close gaps in their learning.
- Staff provide ample opportunities for children to use a rich range of art and craft materials to be creative.
- Staff build firm relationships with parents and offer good advice on parenting issues. Parents are kept well informed about their children's progress and how they can support their learning at home.
- Staff know about their assigned children's individual personalities, preferences and family backgrounds. They build close relationships with children and focus on promoting their emotional well-being.
- The managers do not use highly effective monitoring systems and incisive staff development opportunities to help raise the quality of teaching to the highest level.
- The managers do not identify very precisely the progress groups of children make, such as boys, to help them make the best possible progress.

What the setting needs to do to improve further

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

- use highly effective monitoring systems and incisive staff development opportunities to help raise the quality of teaching to the highest level
- enhance the monitoring of groups of children's progress in order to identify where boys' learning can be enhanced further to help them make rapid progress.

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 one of the managers.
- The inspector held a meeting with the managers and the chair of the committee. 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

Committee members have made good use of the guidance and support from the local authority. They are clear about their role in ensuring there are robust vetting systems in place to ensure committee members are suitable. They take a more active role in overseeing the running of the pre-school and work closely with the managers to help sustain the improvements made. There is a clear action plan in place to help build on the good practice achieved. Arrangements for safeguarding are effective. Staff have a clear understanding of child protection issues and wider safeguarding issues. They carry out daily checks to ensure the premises are safe, clean and suitable for children. Parents report they are happy with the care their children receive and the progress they make.

Quality of teaching, learning and assessment is good

Staff make daily observations of what children can do and use this information well to support their learning. They provide small-group sessions for children to help increase their communication and language skills. For example, staff skilfully encourage children to sequence familiar events and talk about their interests and emotions. Staff provide a variety of activities to promote children's writing skills. For example, girls in particular show a keen interest in writing their names and drawing. Staff confidently promote children's early phonics. For example, many children enjoy learning about letters of the alphabet and the sounds they make during the phonics session. The arts area is popular with children and they skilfully use a range of tools, media and materials to cut, join and assemble to make their creations.

Personal development, behaviour and welfare are good

Children thoroughly enjoy physical activity both indoors and outdoors. For example, children confidently use the wheeled toys and balancing beams and move their bodies in various ways to music. Staff help children learn how to keep safe and take controlled risks. For example, children learn how to manage the stairs and the slope in the garden as they play. They learn about the role of the emergency services and how to use tools safely. Staff place a clear focus on increasing children's independence and self-help skills. For example, children independently select their utensils and serve their food and drinks at the snack table. They know fruits and vegetables are good for their bodies and to limit high-sugar foods. Children behave well and easily adapt to changes in the routine.

Outcomes for children are good

All children, including those receiving additional funding and those who speak English as an additional language, make good progress and are well prepared for school. Children enjoy their time at the pre-school and their interactions with staff. They begin to show an interest in mathematical concepts. For example, children use scales in the sand and enjoy exploring the concept of weight. Children learn to problem solve as they consider how best to join and fix their boxes together as they make their models. They show sustained levels of interest during activities and are keen to talk and share their ideas.

Setting details

Unique reference number	EY224997
Local authority	Dudley
Inspection number	10106862
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 5
Total number of places	26
Number of children on roll	29
Name of registered person	St Peter's Pre-School Committee
Registered person unique reference number	RP907592
Date of previous inspection	30 April 2019
Telephone number	01562 88 22 47

St. Peters Preschool registered in 1985. It operates from St Peters Centre in Stourbridge, West Midlands. The pre-school opens each weekday from 9am to midday during term time. It provides funded early education for two-, three- and four-year-old children. The pre-school employs six members of staff. Of these, five hold an appropriate early years qualification at level 3 and one holds a qualification at level 2.

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