

Inspection of St Nicholas Preschool

St Nicholas Church Hall, Morton Road, LOWESTOFT, Suffolk NR33 0JQ

Inspection date: 4 October 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Requires improvement
--	----------------------

What is it like to attend this early years setting?

The provision is good

Staff work together as a strong team to provide children with interesting experiences that help them to gain the skills they need for their future learning. Children play indoors and outside, exploring pine cones and acorns as part of their learning about autumn. They find out what happens when they push the pine cones into coloured dough and talk about the patterns they create. There is much excitement when children discover a frog outside and watch with wonder as it jumps and hides behind a tyre. Children keenly talk about what the frog looks like and where it might be going.

Staff have high expectations of children's behaviour and put clear plans in place to help all children to learn to take turns and be kind. This approach is helping children to build relationships. For instance, they spontaneously offer coloured dough and pine cones to their friends so they can join in too. Staff help children to learn to make safe choices. When children build a tower with crates, staff help them to check that it is safe to climb on and jump off.

Parents are regularly involved in children's learning and are keen to join in with activities that staff arrange. They attend 'share days' where they join in with children's activities at the pre-school. In the summer, parents often join in with trips to the local beach and nearby attractions. Parents are extremely pleased with the support, advice and guidance that staff provide for their children and families.

What does the early years setting do well and what does it need to do better?

- Staff enjoy their roles and say they receive high levels of support from the manager and deputy. They have manageable workloads and attend a range of training courses to develop their knowledge. Since the last inspection, the manager has focused on enhancing professional development for staff. She has given them more responsibility to learn about the management of the setting and encourages them to reflect on their practice.
- Child benefit from a well-planned curriculum that meets their individual needs. Staff talk confidently about what children can do and are interested in. They use this information to plan opportunities for children to practise new skills and develop their knowledge, such as learning about colours and saying number names in order.
- Story time at the pre-school is enjoyable and encourages the children to get involved. Child enjoy listening to a story about a bear hunt. They excitedly join in with staff as they pretend to step through the 'swishy swashy grass' and 'stumble trip' through the forest. Staff introduce children to new words and encourage them to talk about their play and home lives. The deputy manager makes sure that children are introduced to a range of songs. For example,

children learn a song about washing their hands and regularly sing this to themselves as they play.

- The manager supports children and their families to learn about healthy lifestyles. For instance, she encourages parents to provide children with a healthy and varied lunch box, and helps them to think about the calorie content of children's snacks.
- Staff offer good support to children with special educational needs and/or disabilities and those who need help to manage their behaviour. They work with parents to devise well-focused support plans to help children to build relationships and learn how to calm down. However, staff are still developing the support to children to help them learn to identify emotions and talk about their feelings.
- Children build close bonds with staff. They often invite staff to play and get involved with their games. Children learn to be independent. They enjoy taking responsibility, such as cleaning the tables for snack time. Staff support children with toilet training and work with parents to follow their children's personal-care routines from home.
- Staff have worked on improving learning opportunities for those children who enjoy being outside. Children often choose to play outdoors and access a range of activities, such as problem-solving with the water wall and performing on the stage. On occasions, children's learning is interrupted, for instance when staff ask children to tidy up when they are still highly engaged in their play.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the manager has reviewed and enhanced recruitment procedures. Records of staff suitability checks are clearly recorded and the manager regularly checks each staff member's ongoing suitability to work with children. Safeguarding policies and procedures are understood by the staff, who put these into practice when needed. Staff understand signs that a child may be at risk from harm and make referrals to the local authority when required. Staff monitor and promote children's regular attendance at pre-school. They offer support and guidance to parents and families during difficult times. Staff check that the pre-school is safe and secure.

What does the setting need to do to improve?

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

- build on the ways that staff help children to learn about their feelings and develop language to express their emotions
- review and enhance the organisation of daily routines to give children further opportunities to extend their learning and remain deeply engaged in their play.

Setting details

Unique reference number	EY371259
Local authority	Suffolk
Inspection number	10101758
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	34
Number of children on roll	46
Name of registered person	T & M Cotter LLP
Registered person unique reference number	RP905652
Telephone number	07528714535
Date of previous inspection	14 March 2019

Information about this early years setting

St Nicholas Preschool registered in 2008 and is privately owned. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including two at level 6. The pre-school opens Monday to Friday, from 9am until 3.15pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Hyett

Inspection activities

- The inspector had a tour of the pre-school with the manager. They discussed children's learning experiences and how the activities are organised.
- The inspector spoke with parents to obtain their views. She joined in children's play and spoke with them about their activities.
- The inspector carried out joint observations with the manager. They discussed the quality of the education provided.
- The inspector observed children to track their experiences. She spoke with staff to assess their knowledge of children and how they plan for their learning.
- The inspector viewed relevant documentation, such as evidence of staff suitability checks and the safeguarding policy.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019