

Inspection of Orton St John Pre-School

St. Johns C of E Primary School, Riseholme, Orton Goldhay, Peterborough, Cambs
PE2 5SP

Inspection date: 25 February 2020

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

Children are cared for in a safe and secure environment. The manager carries out checks to ensure the suitability of her staff. However, she was unable to provide evidence of the vetting process that had been completed for all staff on the day of the inspection. This is a requirement of registration. Children thrive in this busy and stimulating pre-school. They are eager to play on arrival and settle well. Children are well supported in their learning by kind and knowledgeable staff. Staff know the children in their care very well and plan effectively for their interests and learning needs.

Children spend a good deal of quality learning time outdoors and explore play areas with enthusiasm. The range of fun and interesting play experiences provided help children to feel motivated in their learning. For example, children enjoy dressing up as superheroes. They use their imagination well and wear their superhero masks with pride. Children enjoy making 'cups of tea' for staff in the mud kitchen. Staff make good use of the opportunity to encourage children to think about the dangers of hot drinks and how they can make them cooler. Real resources in this area, such as a dishwasher and microwave, help children to act out their own real-life experiences from home.

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

- The manager was able to confidently discuss the suitability procedures she carries out on all members of staff. However, on the day of the inspection, she was unable to provide a record of the disclosure and barring service checks obtained for a small number of staff, and some records were not readily available at the pre-school. This is a requirement of the 'Statutory framework for the early years foundation stage'.
- Children have developed close relationships with the adults who care for them. The youngest children confidently seek comfort and reassurance when needed. They show they are happy through their positive interactions with staff and the smiles on their faces. Staff make older children laugh and giggle as they play.
- Children are well prepared for starting school and approach this next step in their education with enthusiasm. They enjoy changing into school uniforms and take great pride in their achievements, for example, when they fasten the buttons on a shirt themselves. Children take part in small-group activities to help further support their listening and attention skills.
- Children learn about space, size and shape through their play. At the craft table, they are encouraged to draw a circle shape to design their own pancake. Children compare their circles and recognise who has drawn the biggest one. In the garden, children help staff to build a tower of bricks as high as it can go.
- Staff place a strong focus on building children's good communication and

language skills. They recognise that children come from varied backgrounds and many speak English as an additional language. Staff read stories and sing songs daily. They encourage conversations and older children speak confidently about their experiences with their families.

- Children show kindness and consideration to their friends and play well together. Staff react quickly to prevent any minor squabbles and disagreements. Children react positively to praise and encouragement for their achievements. Children learn to be independent and are encouraged to manage their own needs, such as putting on their coats and scraping and washing their plates at lunchtime.
- Children's diversity and individual needs are respected. Staff provide highly targeted support for children with special educational needs and/or disabilities, working extremely closely with other professionals and children's families to ensure all children make the best possible progress.
- Parents speak positively about the pre-school and the staff who care for their children. They receive regular reviews of their child's development and are encouraged to help support learning at home. For example, parents borrow books to read with their children. Parents' feedback is regularly obtained to help staff reflect on different aspects of the care provided.
- The manager and her staff work very well together. Staff embrace training opportunities that help them to continually enhance their practice and teaching skills. The manager provides ongoing support to staff through regular supervision sessions, where they are able to reflect on their practice and discuss their well-being. Staff say that the manager has helped build their confidence.

Safeguarding

The arrangements for safeguarding are effective.

Staff confidently describe the different signs and symptoms of abuse, including wider safeguarding concerns, such as the illegal practice of female genital mutilation. Staff understand the procedures to follow should they have concerns about a child's welfare. There is a whistle-blowing policy in place regarding adults' conduct in the pre-school, which is known and understood by staff.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure a record is kept of the vetting processes that have been completed	20/03/2020
ensure records are easily accessible and available for inspection.	20/03/2020

Setting details

Unique reference number	256798
Local authority	Peterborough
Inspection number	10145515
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 to 4
Total number of places	47
Number of children on roll	92
Name of registered person	Orton St. John's Pre-School Committee
Registered person unique reference number	RP906656
Telephone number	01733 230194
Date of previous inspection	26 April 2017

Information about this early years setting

Orton St John Pre-school registered in 1994. The pre-school employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications from level 2 to 5. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carly Mooney

Inspection activities

- The inspector undertook a learning walk with the manager to find out about the setting and the children who attend.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed and evaluated with the manager.
- The inspector held a meeting with the manager and spoke to staff and children.
- The inspector spoke to a small selection of parents to gain their views.

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.

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