

# Inspection of St Peters Pre School

St. Peters Hall, Malmains Way, BECKENHAM, Kent BR3 6SB

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Inspection date: 11 May 2021

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive eager to start their day and learning at the nursery. They are kind and highly respectful of each other. Some children rush to support others who require a little extra help during their play. Children are highly confident learners and beam with pride when showing staff work they have completed. Staff praise children well, building on their self-esteem. Staff are highly skilled in supporting children to challenge themselves in their work, for example, working out how to use scissors to cut tape. However, at times, some staff do not always use the most effective methods of questioning to extend children's language development. Children excitedly play with coloured soapy water, moving it around to make different shapes and patterns. Staff teach them how to use window blades to clean the mirrors and move soapy water around, helping children to learn to move in different ways and supporting their physical development. Partnerships with parents are strong. They work together to bring about better outcomes for children. Staff share with parents children's progress so they can work together on their next steps in learning. Staff and parents work together to reassure children when they are anxious, for example, when settling back into the nursery after national lockdowns and moving on to school.

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

- Leaders have worked hard to make improvements since the last inspection. They have met all actions that were raised and have taken steps to keep children safe. Leaders review the quality of care and learning and clearly identify areas of improvement and what training staff will benefit from.
- Parents are extremely happy with the quality of care and learning at the nursery. They state, 'staff are extremely helpful and supportive', 'my child has made excellent progress with the help and support of the staff' and 'I feel the nursery is really safe for my child to attend'.
- Children behave exceptionally well. They are highly eager to play and share toys. Children work extremely well together to work out who's turn it is and help other children who are less mobile. They make sure there are no trip hazards so all children can move around safely.
- Staff teach children well and have effective care practices. Children have coped well with changes in some routine activities, such as snack time. They readily talk about why they need to wash their hands more and why staff support them during snack times.
- Children are confident in seeking out staff when they need reassurance and support. Staff have secure bonds with the children.
- Leaders work closely with staff to manage workloads to reduce pressures on them. They make sure they are available for staff to talk to them at anytime, so supporting their mental health.

- Staff and leaders effectively review the changing needs of the children in their learning and development. They work closely with parents and other agencies to review children's next steps and to consider what they need to be teaching for children to progress further.
- Children make good progress with their learning and development. The quality of teaching is good and staff challenge children during their play to work towards their next steps in learning.
- Staff ensure they adapt the nursery environment and activities to meet the individual needs of children with special educational needs and/or disabilities. Staff meet regularly with other agencies, parents and staff of other schools children will be attending, to share children's progress and how they are working towards their targets.
- Leaders and staff implement the curriculum well. Staff know what children are capable of and work together to make sure they learn from activities they carry out. This is evident when children describe in detail the life cycle of the frog and recall what they have been taught by staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a clear understanding of safeguarding and how to keep children safe. They are alert to local safeguarding issues and know what they must do if they have any concerns about a child. They are skilled in adapting safeguarding procedures, to meet changing concerns, to keep children safe. They alert parents and work with them to keep children safe. Staff regularly review their risk assessments and change these when risks arise, in particular during activities. Further enhancing the safety and welfare of the children.

## **What does the setting need to do to improve?**

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

- support staff in learning how to use more effective methods of questioning, to enhance children's language development.

## Setting details

<b>Unique reference number</b>	EY411821
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10146093
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Price, Marie Louise
<b>Registered person unique reference number</b>	RP515519
<b>Telephone number</b>	02086584791
<b>Date of previous inspection</b>	4 February 2020

## Information about this early years setting

St Peters Pre School registered in 2010. The pre-school operates from St Peters Hall in the parish of St Barnabas, in Beckenham, in the London Borough of Bromley. The pre-school is open on Monday to Thursday from 9am to 3.30pm, and on Friday from 9am to 12.30pm, during term times. It receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Rebecca Hurst

## Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector and manager carried out a joint observation to review the quality of teaching.
- Children spoke to the inspector about what they are learning and how they enjoy attending the nursery.
- The manager and inspector completed a learning walk together at the start of the inspection.
- The inspector reviewed documents, including policies and procedures and safeguarding arrangements.
- The inspector gathered the views of the parents.

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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