

Inspection of Orton St John Pre-School

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

Inspection date: 6 July 2021

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

Children thrive in the pre-school. They eagerly explore their environment, and they relish discovering new things from the treasure trove of resources. Children become deeply involved as they experiment by transporting sand to a puddle of water and observing how it disappears. Afterwards, they thoroughly enjoy jumping up and down in the puddle together.

Children are beginning to understand their feelings, and they learn to manage their behaviour with considered support from staff. Children follow the good example set by staff, who gently remind them of the rules. Staff praise children's efforts, and children readily celebrate each other's achievements. This helps to build their confidence and reinforces their positive attitudes to learning.

Staff help children to think about keeping themselves safe. Together, they discuss how many children should jump into the soft-play area at once. Children develop their physical skills and gain a good understanding of healthy lifestyles. They learn to balance, to control their muscles and to allow space for one another as they use equipment, such as ride-on toys. Children share their thoughts about their experiences at the pre-school. They explain that they like it because they have learned a lot of things.

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

- Staff are very clear about helping children to be ready for school by ensuring they learn the key skills to support their future learning. For example, children learn to follow simple instructions, to manage their personal care and to share resources.
- Children, including those with special educational needs and/or disabilities (SEND), make good progress as a result. Additional funding, such as early years pupil premium, is used well to support children's needs and to reduce any differences in their learning. Staff have a good understanding of what children already know and what they need to learn next. They work closely with parents and with other agencies to review children's next steps, which helps them to decide what to teach children.
- Staff encourage children to adopt habits that contribute to their good health. Children know the importance of washing their hands thoroughly before they eat and after using the toilet. Staff show children how to brush their teeth every day, and children eagerly join in as part of their daily routine. Parents report that their child now brushes their teeth at home more.
- Older children enjoy drawing on paper, and younger children hold big chinks to make marks on the wall. Staff recognise that for children to develop their early writing skills, they need lots of opportunities for physical play. Children learn to

balance, to control their muscles and to enjoy running around outdoors.

- Staff work well together, and their morale is good. The manager values the staff team, and she provides effective support and ensures staff have regular opportunities for training. However, the leadership team has not sought further ways to help all staff develop a deep knowledge of teaching and of learning.
- Communication and language are a strong focus in the pre-school. Staff use skilful questioning to encourage children to think and to engage them in conversation. Children demonstrate their growing vocabulary as they practise new words and confidently share their ideas. During story time, children discuss how big their brains are and how they fit inside their heads.
- Partnerships with parents are well established and are valued. Parents provide very positive comments about their children's experiences at the pre-school. They say that staff are approachable and share good information about their children. One parent said, 'It makes me happy that my child is happy, safe and learning.'
- The manager makes good use of her higher qualification to inform her work and to continually develop the pre-school. She is ambitious and strives to achieve a high quality. The manager and the staff reflect on practice and identify what changes can be made to improve. However, the changes made so far to the provision have not been evaluated to assess the impact of them on children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff keep their safeguarding knowledge up to date. Staff demonstrate a secure understanding of how to keep children safe. They know the procedures to follow to protect children from harm. Staff complete training courses to develop their understanding of wider safeguarding issues. Staff carry out daily checks and risk assessments to ensure that the premises remains safe and secure. Robust recruitment and vetting arrangements are in place to help ensure that staff who work with children are suitable.

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 already good practice and seek further ways to help all staff develop first-rate teaching skills
- review the implementation of the changes to the provision and evaluate the impact of them on children's learning.

Setting details

Unique reference number	256798
Local authority	Peterborough
Inspection number	10148395
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 at time of inspection	2 to 4
Total number of places	75
Number of children on roll	90
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	25 February 2020

Information about this early years setting

Orton St John Pre-School registered in 1994. The pre-school employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications from level 2 to 5. The manager holds a qualification at level 6. The pre-school opens from Monday to Friday during term time. 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

Emma Bright

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the provider.
- The manager and the inspector completed a learning walk together to discuss and to understand how the early years provision and the curriculum are organised. The inspector completed a joint observation with the manager.
- The inspector had discussions with the staff and with the parents at appropriate times during the inspection, and she took account of their views.
- A meeting was held between the inspector and the manager. The inspector looked at relevant documentation, including the safeguarding procedures and the evidence of the suitability of staff.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning.
- The children told the inspector about their friends and what they like to do when they are at pre-school.

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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