

# Inspection of St Peters Pre School, Little Explorers

St. Peters Catholic Church, Leicester Road, HINCKLEY, Leicestershire LE10 1LW

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Inspection date: 4 November 2021

| <b>Overall effectiveness</b> | <b>Outstanding</b> |
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Not applicable

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

### **The provision is outstanding**

Children thrive in this setting. They know they belong and are motivated by all aspects of the daily routines. For example, children excitedly recognise where they need to put their coats, prepare their own snacks and assist with washing up. This helps all children quickly develop independence. Children have many meaningful opportunities and experiences to practise what they learn. They quickly master skills they need for the next stages in their learning.

Children's behaviour is excellent. When children make mistakes, staff encourage them to reflect on this and make different decisions. Children use manners to ask each other for resources and politely remind each other of expectations and routines. They understand the impact of behaviour on others and how it feels to make them happy. For example, as children work together to make a bird house out of blocks, they support each other's ideas, praise each other, and show kindness.

Children understand how to solve problems and work collaboratively as they play. For example, they pretend to be painters and use paintbrushes with water to reach high and low places on fence posts. Children find objects to stand on to make them 'taller' and work together to do this safely. This helps children to make learning meaningful, relevant and memorable.

Children show excellent levels of focus and concentration. There are high expectations for children to build on what they know and develop their ideas and vocabulary, with support from skilled staff. Children learn from every opportunity they have, and are excited to try new things. They persevere and support each other when difficulty occurs. For example, older children recognise when younger children need support. They work together to use sticky tape and scissors, when pretending to make houses for dinosaurs. Children have an inclusive attitude towards learning and teamwork is shown in abundance.

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

- Leaders and staff deliver an exciting curriculum that is unique to every child in their care. They adapt what they teach to provide inspirational experiences for each individual child, which maximises their progress. For example, children learn about what doctors do and how to look after their bodies. They explore ideas of how to be healthy through role play and staff work closely with them to develop accurate knowledge. Staff challenge negative misconceptions about why we visit a doctor and children learn the positive reasons for how doctors help us. Activities such as this are highly effective and well sequenced to ensure what children learn is practised and remembered.

- Activities are carefully planned to take account of children's interests and developmental stage. For example, children playing with dough are taught to make 'caterpillars' by rolling it. Older children weigh and compare their caterpillar creations and understand what the numbers on scales represent. Staff skilfully extend learning by supporting children to make links to stories read earlier, and through discussion and sharing of photos showing what caterpillars eat.
- Children work alongside each other to learn about the world around them. Staff support them to build on previous experiences and make connections. For example, children collect leaves together outdoors then later experiment with mixing paints to match leaf colours. Staff help them persevere to get the exact colour, by adding more and less paint as they mix. Children intricately paint the leaves to print and make collages. They look at books with staff to help them remember where leaves come from. This enables children to deeply engage in experiences and show high levels of concentration.
- Children who speak English as an additional language are given every opportunity to learn and practise their ever increasing vocabulary. For example, staff teach children the names of colours while mark making. They ask the children what the words are in their home language, before teaching them the words in English. This gives context to their language and makes children feel valued.
- Children learn about their community and develop a deep understanding of the needs of others. For example, children regularly visit residential care homes and the local elderly persons' care home. They sing songs with the residents and do group activities with them, such as baking. This means children without extended families can experience having older adults in their lives and learn how to interact with other generations.
- Children effectively develop and understand their emotions. Staff deeply care for each child and model kindness. Children are taught to share by making gifts for each other from craft resources. They know who to go to when they need help or reassurance. Children feel safe and secure in the strong, nurturing relationships they have with staff.
- Staff encourage all children to develop independence. Parents report this has a positive impact at home. Staff develop an ethos of trying hard and never giving up. Children show pride in achievements by stating, 'yes, I did it', when they manage to get their own shoe on and, 'wow, look what I made', as they show what they have created. This builds children's confidence and self-esteem.
- Staff work effectively with all parents to establish what children know and can do. This aids staff to support every child to make accelerated progress. Children with special educational needs and/or disabilities are supported effectively from the start. Staff work with a range of professionals to support children's individual care and learning needs.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have excellent knowledge about how to keep children safe, and when and why children may be at risk from harm. This includes recognising signs and symptoms of abuse, radicalisation and other safeguarding issues. Staff know how to report concerns and when to ask for advice. Policies and procedures are fully understood and effective in helping to keep children safe. Leaders ensure staff knowledge is developed regularly and can be put into practice, by regularly updating and testing their understanding of staff through scenarios and topical discussions. Partnership working with other agencies to support families is highly effective.

## Setting details

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| <b>Unique reference number</b>                     | EY556269  |
| <b>Local authority</b>                             | Leicestershire  |
| <b>Inspection number</b>                           | 10174684  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary 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>                      | 25  |
| <b>Number of children on roll</b>                  | 30  |
| <b>Name of registered person</b>                   | Bates, Alison   |
| <b>Registered person unique reference number</b>   | RP515127  |
| <b>Telephone number</b>                            | 07896 496403  |
| <b>Date of previous inspection</b>                 | Not applicable  |

## Information about this early years setting

St Peters Pre School, Little Explorers registered in 2018. It is based in Hinckley, Leicestershire. The setting employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including three with early years professional status or qualified teacher status. The setting opens from Monday to Friday from 8.45am to 2.45pm term time only. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Donna Edwards

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluations of the provider.
- The owner and the inspector completed a learning walk together of all the areas of the pre-school and discussed their curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the 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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