

Inspection of St Peters Preschool CIC

St Peters Church Hall, St. Peters Church, Old Church Road, Harborne,
BIRMINGHAM B17 0BB

Inspection date: 2 February 2022

Overall effectiveness	Good
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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 arrive happily to the pre-school and quickly become engaged in their play. They have formed close bonds with staff, who are attentive to the needs of each child. Children who have recently started to attend, settle quickly and gain confidence to explore their new surroundings. Children are well motivated to play and learn, and show good levels of engagement. For example, staff skilfully engage children during a group story session. Children attentively listen to the story and excitedly respond to it.

All children make good progress, including those with special educational needs and/or disabilities. They gain a secure foundation for their future learning. Children develop their mathematical understanding. They use their knowledge of size and spaces to build a tower high enough for them to walk under. Children develop their physical skills, such as concentrating while they learn how to hold scissors correctly. They challenge themselves to balance on one leg when they ride a scooter.

Staff support children's health well. Children understand about good hygiene routines and know when to wash their hands. They learn the importance of regularly brushing their teeth and gums. Children explore the effects of exercise on their bodies.

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

- The new manager has successfully supported staff to make the necessary improvements to raise the quality of education for children, since the last inspection. She reflects well on current practice and accurately identifies further areas to develop. The manager has provided staff with effective training to improve their teaching skills. This has had a positive impact on how children engage in their learning and the progress they make.
- Staff use a range of successful teaching strategies to help challenge children's thinking in their learning, such as exploring any misconceptions they have. They recognise when to adapt an activity to move on children's learning in order to keep them engaged.
- The manager and staff closely monitor the progress that children make. They have a good understanding of child development. Overall, staff successfully use their observations of children to identify how they can build on their knowledge and skills. They recognise when children need additional support in their learning and accurately identify what they need to know next.
- Overall, staff successfully support children's communication and language development, including those who speak English as an additional language. Children learn words linked to actions, such as 'brushing' and 'sweeping' the

floor. Staff help children to gain a broad vocabulary and develop an understanding of new words, such as 'flapping' their arms like a bird and 'galloping' like a horse. However, the manager and staff have not identified how they can further extend the learning of children who have more advanced speaking skills.

- Children use their imaginations in their role play and staff help them to recall events from traditional stories. Children use their knowledge of stories and recreate these in their play, such as pretending to be a wolf and trying to blow down a house. However, during some adult-led activities, staff give children too much direction, which limits the opportunities for children to explore their own ideas.
- Parent partnerships are strong. Parents appreciate the regular updates about their child's progress. Parents of children who speak English as an additional language comment on how quickly children learn to speak English.
- Staff support children's behaviour well. Children understand the rules and expectations. They know that some rules are in place to keep them safe. They develop good social skills and play well with others. Staff help children to understand a range of emotions. Children decide that the three little pigs would be scared and sad when the wolf blew down their houses. Children can express how they are feeling, such as happy and calm.
- Children learn about the differences between themselves and others, such as the various languages they speak in addition to English. Staff support children's sense of belonging well and encourage them to use their home languages in their play. Children learn about different writing types, such as seeing their names written in their home languages.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff maintain the required written records, including those relating to accidents and medication. The manager and staff carefully assess hazards to minimise risks to children. They have a secure understanding of how to protect children and understand the procedures to follow if they identify any concerns about a child's welfare. The manager keeps up to date with her knowledge of local safeguarding concerns and trains the staff on a regular basis. Staff know what to do should they have concerns about the conduct of a colleague. The provider has robust procedures for recruiting new staff and completing vetting checks.

What does the setting need to do to improve?

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

- extend the education programme for children who have more advanced

communication skills to challenge them even further

- increase opportunities for children to explore their own ideas during adult-led activities to further extend their learning.

Setting details

Unique reference number	EY413644
Local authority	Birmingham
Inspection number	10111982
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	32
Number of children on roll	33
Name of registered person	St Peters Pre School CIC
Registered person unique reference number	RP905529
Telephone number	07825408057
Date of previous inspection	21 May 2019

Information about this early years setting

St Peters Preschool CIC registered in 2010. The pre-school operates Monday to Friday during term time only. It opens from 9am to 3pm, except for Thursday and Friday when the session runs until midday. There are seven staff, all of whom hold an appropriate early years qualification at level 3. The provider receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

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 their evaluation of the provider.
- The manager and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact that these have on children's learning.
- The inspector held discussions with the leaders, staff, children and parents.
- The inspector sampled some of the setting's documentation, including the safeguarding policy and procedures.

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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