

Inspection of St Pauls Second Steps Pre School

St Pauls Church Hall, Torquay Road, Preston, Paignton, Devon TQ3 2DZ

Inspection date: 24 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children stand and wave at a train as it rushes by their setting. Children comment on how quickly it passes and make links with what time it is and where it is coming from, 'this train is from Torquay'. Children are encouraged to take notice of their surroundings. For example, they explore the adjacent field looking for flowers, sticks, insects and feathers. They tick them off the list and race to tell their friend, 'I've done it, I found them all'. They look under tarpaulin for bugs and examine the ground for holes. 'Look this is where he lives, ants take their food under the ground'. Children delight in the natural world and are ably supported by staff.

Children remind visitors 'don't walk on the grass'. They walk, holding hands with their walking partner, through the churchyard. Children behave well. They remind each other to be kind and considerate and how to be a good friend. They gaily shout, 'hello' and wave to members of the community as they go about their business. Children are confident in their interactions and their abilities, saying, 'that word on the sign says 'garden'. I am good at reading'. Children demonstrate they are happy, feel safe and feel secure at this setting.

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

- Parents speak highly of the setting. They comment that staff provide a thorough handover at the end of each day. Parents communicate the sense of community at the setting. They share how much their children love to attend. Parents appreciate the daily updates about their children's activities and learning.
- The manager and staff begin each week with a staff meeting to discuss and reflect on what learning will take place. The experienced manager recognises how valuable these meetings are. She also uses this time to support staff well-being. However, on occasions, the organisation of the setting, alongside the support from governance, could be better shared to support the manager in her role.
- Children benefit from opportunities to develop good communication and language skills. Children demonstrate their increasing vocabulary as they use describing words. For example, children play, 'what's in the box'. Staff encourage children to describe the items in the box and make links with what they see. For example, a pen becomes, 'a long blue pen with a lid that can write'.
- Staff remind children of appropriate behaviour, such as walking indoors and sharing resources fairly. Children generally behave well. Occasionally, staff miss opportunities to help children gain a better understanding of expected behaviours and how their actions affect others.
- Children have good independence skills. They sit quietly to have lunch and open packets and containers independently. Lunchtime is a sociable time of day. Staff

use mealtimes to talk about the importance of healthy food and the importance of fresh air and exercise. Children have ample opportunities to run, climb, jump and balance outside. They giggle with delight and play hide and seek with friends in the large outside area.

- Leaders and staff are clear about their curriculum and what they want children to learn. They respond to children's interests and staff know children well. However, staff do not gather enough information on what children know and are able to do before they start. This means staff cannot always plan effectively for children's learning from the onset.
- Staff support children to develop a love of stories. They are skilful when reading to children. Staff use intonation, eye contact and body language to create excitement. Children listen intently and repeat familiar phrases. Staff find opportunities to extend learning beyond the story. For example, they encourage children to imagine how characters might be feeling.
- Children with special educational needs and/or disabilities (SEND) are well supported. The manager makes effective use of additional funding to support the most disadvantaged children. For example, children who enjoy interactive toys benefit from additional resources to progress their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders complete regular safeguarding training. They are alert to the signs of abuse. Staff are aware of how to identify patterns in behaviour that could be cause for concern. They understand what to do and who to contact if there are concerns about any member of the team. Staff have regular access to additional training and support on safeguarding issues. Regular risk assessments are undertaken and reviewed. Daily checks take place. The manager and staff demonstrate a good understanding of wider safeguarding aspects and the impact this could have on children and families.

What does the setting need to do to improve?

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

- seek more detailed information from parents about what their child can already do and what they already know to help staff plan for children from the very beginning
- support staff to develop children's positive behaviour and to gain a better understanding of how their behaviour affects others
- review the organisation of the setting so that the responsibility is better shared between leaders and the governance.

Setting details

Unique reference number	139472
Local authority	Torbay
Inspection number	10072419
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	18
Name of registered person	St. Pauls Second Steps Pre-School Committee
Registered person unique reference number	RP522248
Telephone number	07399153536
Date of previous inspection	8 March 2016

Information about this early years setting

St Paul's Second Steps Pre-School registered in 1997 and operates from the premises of St Paul's Church Hall in the Preston area of Paignton. The setting is open between 9am and 3pm Monday to Friday term time only. There are five members of staff, all of whom hold early years qualifications to at least Level 3. The pre-school receives early education funding to provide funded places for children aged two, three and four years old.

Information about this inspection

Inspector

Gwyneth Keen

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the setting.
- The inspector spoke to staff at appropriate times during the inspection and also spoke to the children.
- The inspector and manager went on a learning walk. The manager told the inspector what they want children to learn and how they would do this.
- The manager and inspector carried out a joint inspection. They observed how well staff teach children and what they want them to learn.
- The inspector spoke to parents and took into account their views on how well the setting cares for their children.

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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