

Inspection of St John's Under 5's Pre-School

69 Beldon Road, Great Horton, Bradford BD7 3PE

Inspection date: 5 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show how they feel safe and secure at this welcoming pre-school as they have fun in their play. They sit on the carpet and say good morning to their friends and staff. Children receive praise for their good behaviour and 'good sitting'. They vote for the story they want to hear by posting their name card into the relevant box. Children show their knowledge of colour as they name the red bird and the yellow duck in the book. They sing well-known nursery rhymes, count and use signs and words to say 'thank you'. The curriculum enhances children's early literacy, communication and mathematical skills. Children make good progress from their starting points

Staff are aware of the impact the COVID-19 pandemic has had on children's personal, social and emotional development. They know that children have been at home with their parents and had very little or no social interaction with their peers. Staff encourage children to play with others through adult modelling and warm and nurturing guidance. Through this supported interaction, children show how they have learned to make good friendships and interact confidently with staff and their peers. Staff support children incredibly well to have the skills they need for their move on to school when the time comes. They have high expectations for children's learning.

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

- Staff gather information from parents to understand the learning experiences children receive at home. They know that some children have fewer opportunities to get out and about in their local community. Staff take children to the local park and library. They visit the nearby supermarket where children choose the fruit they would like to eat for their snack. Staff support children to use the self-scan checkout service and pay for the items. They provide experiences for children that help to broaden their knowledge of the world around them.
- Children with special educational needs and/or disabilities (SEND) receive good support. The SEND coordinator works closely with parents and other professionals. Children receive any extra help they need, so they can progress well in their learning.
- Children hang up their coats on arrival. They get their own plate and cup before sitting at the table with their friends. Children choose whether they would like to drink water or milk. They enjoy rice cakes, banana and strawberries for their morning snack. Children say 'thank you' to staff as they leave the table, showing their good manners. Staff support children's early independence and social skills well.
- The manager is aware of her own and staff's strengths. However, supervision

arrangements have not been routinely carried out to identify where staff need further support and guidance, to fully extend children's learning experiences.

- Children show a 'can-do' attitude to their learning and development. They drag wheeled toys up the grassy mound with determination. Children sit on the bike and ride down the slope. When they fall off halfway down, they get up and get back on the bike. Children smile when they reach the bottom of the hill, showing pride in their achievement. They step onto and over wooden logs and climb in trees with staff nearby for support. Children learn how to take risks, engage in new experiences, and learn by trial and error.
- Children enjoy manipulating play dough. They squeeze the mixture and use a range of tools to make marks and create shapes. However, staff ask children to tidy away their creations before they take part in adult-led daily routines. This does not allow children to return to their play and continue to explore their ideas and learning over an extended period.
- Staff support children who speak English as an additional language and those who are bilingual very well. They know the language that children speak at home and try to learn a few key words. Children show the progress they make in their speaking skills as they confidently name small-world animals when asked by staff. They also use words in English and their home language in the same sentence.
- The manager and staff keep their mandatory training up to date. For instance, they complete paediatric first-aid and child protection courses. However, they have not pursued professional development opportunities further to drive outcomes for children even higher.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of the possible signs and symptoms of abuse. They have a good knowledge of a range of safeguarding issues, such as female genital mutilation and the risk to children from extreme views and behaviour. The manager, who is also the designated safeguarding lead officer, understands her responsibility to report any concerns to the relevant agencies. She knows how to report any allegations about an adult or child to the local authority designated officer and Ofsted. Staff closely supervise children and make sure that they are always within sight and hearing. Children play in a safe environment.

What does the setting need to do to improve?

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

- put arrangements in place for the supervision of all staff and provide support and coaching that further promote the interest of all children

- review the daily routine to allow children to return to their self-chosen play ideas after adult-led activities
- explore training opportunities to enhance professional development that benefits children further.

Setting details

Unique reference number	2561568
Local authority	Bradford
Inspection number	10221676
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	20
Name of registered person	St Johns Under 5's Pre School Committee
Registered person unique reference number	RP523630
Telephone number	01274 985893
Date of previous inspection	Not applicable

Information about this early years setting

St John's Under 5's Pre-School registered in 2019. It is situated in the Great Horton area of Bradford. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and level 4. The pre-school is open from 8am to 5pm, Monday to Friday, all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Tucker

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 inspector held discussions with staff. She looked at relevant documentation and evidence of the suitability of staff working on the premises.
- A learning walk was completed with the inspector and the manager, and they discussed the early years provision and the aims of the curriculum.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation of an activity was completed with the inspector and the room leader.

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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