

Inspection of St Peter's Childrens Centre

St. Peters C of E Primary School, Cambridge Street, CLEETHORPES, South Humberside DN35 8LW

Inspection date: 29 April 2022

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| 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 enjoy their time in this stimulating and inviting environment. Friendly and professional staff greet children and parents warmly. Staff support those who need a little more reassurance before quickly going to play. Children are happy and have good bonds with their key person. Even the youngest children understand and know the routine of the day.

Staff have a clear view of the progress they want children to make. They have high expectations for their development. Accurate observations and assessments enable staff to identify any areas where they would like children to develop further. Staff realise the impact of COVID-19 and focus children's learning on key areas to enable them to reach their full potential. Children have ample opportunities to experience outdoor play. The curriculum is implemented to support children to develop their physical development, including their fine and gross motor skills. They follow the obstacle course in the garden and learn about their body's movements.

Children behave very well. Staff support them to learn about the feelings of others and have empathy towards their friends. They remind them about using kind hands and walking feet inside the setting. Staff act as good role models and encourage the children to use good manners.

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

- Children benefit from a varied and exciting curriculum. Staff provide activities which engage children and hold their interest. Staff are aware of children's starting points, both as they enter the nursery and as they transition from room to room.
- Children's communication and language are supported extremely well. Staff use purposeful interactions to encourage children to talk and listen. They give an ongoing dialogue to help children to learn new words and encourage discussion. For example, they talk about children pushing and pulling the string as they take part in a threading activity. Staff encourage children to tell them about what they like to do at home and the food they eat.
- Mathematical development is promoted throughout the nursery. During circle time, older children are helped to recognise numbers and count using their fingers. Younger children learn how to count the buttons on their coats as they get ready for outdoor play.
- Children's independence is promoted well. They are supported to use the toilet and wash their hands afterwards. They put on their coats and are confident to seek out adults for help. More able children skilfully serve their food at lunch time and make choices from the snacks available. However, there is little discussion regarding the benefits of healthy eating and how this contributes to

healthy lifestyles. In addition, the arrangements at snack time for very young children sometimes mean bowls can be knocked over.

- Children's confidence is supported with ongoing praise. Their achievements are celebrated as they accomplish a task. Even when they do not fully succeed, the interaction from staff contributes positively to their self-esteem. For example, children persevere as they practise cutting paper and holding the scissors correctly. They giggle as they 'snip, snip, snip'.
- Parents report positively about the care given to their children. They value the feedback they receive regarding their child's learning and their achievements. They know their child's key worker, and they know the next steps which have been identified in their child's learning. This enables them to support children's learning at home.
- The manager and staff promptly identify children who require additional support. They use strategies from other professionals, such as speech and language therapists, to help children to catch up. They ensure specific interventions are in place. This enables these children to continue to make good progress in their development.
- Managers and staff work closely with schools to support children's transitions. They provide information about children's development and interests, which helps to support their move to school.
- Staff receive support through supervision and team meetings. Management uses supervision sessions to identify staff training needs, which benefit the education and care of the children.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a robust understanding of safeguarding. They know how to support children's welfare and report any concerns to appropriate child protection agencies. They are aware of the whistle-blowing procedures in place. Staff are familiar with the dangers associated with the internet and speak with parents as required. Children are closely supervised on the premises. Staff conduct head counts as children move between the indoor and outdoor areas.

What does the setting need to do to improve?

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

- extend children's understanding of how healthy eating habits contribute to their overall health
- review the arrangements for snack time to consider the individual needs of all children.

Setting details

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| Unique reference number | EY217322 |
| Local authority | North East Lincolnshire |
| Inspection number | 10237955 |
| 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 | 0 to 4 |
| Total number of places | 65 |
| Number of children on roll | 104 |
| Name of registered person | St Peter's Children's Centre |
| Registered person unique reference number | RP911073 |
| Telephone number | 01472 290779 |
| Date of previous inspection | 29 October 2018 |

Information about this early years setting

St Peter's Children's Centre registered in 2002. The centre employs 19 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 or above, including the manager who holds early years professional status. The centre is open from Monday to Friday, all year round. Sessions are from 7.45am until 5.45pm. The centre provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 that this was having on children's learning.
- The manager and the inspector carried out a joint observation during circle time.
- The manager and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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