

Inspection of St Peters Preschool

St. Martins C Of E Primary School, Spring Hill, Weston-Super-Mare, Somerset BS22 9BQ

Inspection date: 13 July 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 are happy and have a good sense of belonging at the pre-school. Staff warmly welcome the children which helps them to feel safe and secure. Children make wonderful friendships. They practice their social skills as they engage in make-believe play. For example, they pretend to make drinks and food to share with each other. Children are confident and curious. They introduce themselves to visitors, ask questions and talk proudly about the things they can do. For instance, they gain the attention of adults to show a tall tower they have built. Staff praise children for their achievements, which motivates them even further. This helps to support the good progress children make. Children show positive attitudes to learning and they respond well to the requests of adults. Children learn to become independent in self-care tasks, such as wiping their own noses or pouring their own drinks.

Children benefit from a broad and balanced curriculum of activities. Staff encourage parents to share their observations of children's learning at home. This helps staff tailor the provision to children's interests to extend children's learning further. Due to the COVID-19 pandemic, parents do not routinely enter the pre-school to help minimise spread of the virus. Nonetheless, parents say they feel well informed of their child's progress. Staff update parents with children's progress using an online platform, along with daily feedback.

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

- The manager and her team have formed effective relationships with the school staff on the adjoining school site. They work closely with them to identify and support children to gain helpful skills needed for school. Children have lots of opportunities to familiarise with new teachers. They visit their new classroom for activities, such as story time. This prepares children well for the next stage in their learning journey and promotes a smooth transition to school.
- Overall, children's behaviour is good. They are kind and respectful to each other and are keen to help with tasks, such as tidying away toys or sweeping up sand. However, staff do not always respond to unwanted behaviour in a timely way. On occasion, they can be inconsistent with helping children to learn how to conduct themselves. For instance, children sometimes run around inside and climb on furniture. This can disrupt other children, and therefore impact on their learning.
- Children have lots of opportunities to practise and develop their early writing skills. This is well sequenced by staff who provide plentiful resources to support this. For example, children gain the foundations of early writing skills as they use mark-making implements in small-sand trays. Older children progress on to form some recognisable letters and learn to write their name.

- Staff provide activities that capture children's attention and inspire them to explore. For example, children show curiosity as they investigate natural resources, such as shells and pebbles. They show high levels of concentration as they pour water through funnels and watch it cascade. However, staff do not always maintain the interests and attention of boys, including during group time activities. They sometimes lose focus, become restless and wander around. This reduces their engagement in learning.
- Children enjoy many opportunities to develop their physical skills. They participate in activities that support large- and small-muscle skills and coordination. For example, children use their core strength to manoeuvre wheeled toys. They develop their coordination by balancing along beams and using the climbing equipment. Children squeeze pipettes in the water which helps to strengthen their hand muscles.
- Staff provide opportunities for children to develop awareness of diversity and the wider world. Staff liaise with parents and seek information about children's home culture, incorporating it into learning. For instance, children enjoyed celebrating Eid. They tasted cultural dishes provided by a parent. This helps children to learn about the lives of others and the world around them.
- Staff support children's communication and language skills well. They work alongside children, commenting on and narrating their play which extends their learning. For example, staff model the names of different animals and explain what fossils are and where to find them. This helps children to increase their understanding and vocabulary, as they are exposed to new words and concepts.

Safeguarding

The arrangements for safeguarding are effective.

Staff are fully aware of their roles and responsibilities to protect children in their care from harm. Managers and staff undertake regular safeguarding training to help them recognise the signs and symptoms of when a child may be at risk of abuse. Staff know the reporting procedures should they become concerned about the welfare of a child. They are also aware of the wider safeguarding issues, such as how children may become subject to extreme or radical views. Staff know the actions to take should they become concerned about the conduct of a colleague.

What does the setting need to do to improve?

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

- strengthen the planning of activities to ensure all children, particularly boys are fully engaged and their learning is sufficiently challenged
- ensure all staff consistently help children to understand the type of behaviour that is expected of them.

Setting details

Unique reference number	2549893
Local authority	North Somerset
Inspection number	10215696
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	29
Number of children on roll	29
Name of registered person	Palfrey, Gillian Kay
Registered person unique reference number	RP903229
Telephone number	07963 279251
Date of previous inspection	Not applicable

Information about this early years setting

St Peters Pre-school registered in 2019. It operates from a reception classroom at St Martins School, Weston-Super-Mare. The pre-school opens Monday to Friday, from 8.45am to 2.45pm, term time only. It receives funding to provide early years education for children aged two-, three- and four-years-old. The pre-school employs four members of staff. Of these, one holds an appropriate early years qualification at level 6, and three hold a qualification at level 3.

Information about this inspection

Inspector

Michelle Grayling

Inspection activities

- This was the first routine inspection the setting 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 spoke to parents and took their views into consideration.
- Both the inspector and a manager carried out a joint observation of staff teaching and evaluated it together.
- Discussions were held between managers and the inspector to evaluate the leadership and management of the setting.
- The manager led the inspector on a learning walk and discussed how they organise the curriculum.

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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