

Inspection of St Paulinus Pre-school

St Paulinus Church Hall, Manor Road, Crayford, Kent DA1 4EP

Inspection date: 22 September 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 are greeted by the practitioners and leaders with a warm welcome when they arrive at pre-school. Children enter with their parents, and they demonstrate feeling safe and secure as they part from them with ease. Children settle well, play with their friends and interact with practitioners happily. Key information is gathered from the parents at drop-off time. Communication sheets and verbal feedback are given to parents when they collect their children, which keeps them updated on their children's development.

Practitioners have high expectations for children's behaviour and children behave well. Staff are good role models; they speak to one another with respect and show respect towards the children. For example, they gain children's consent before changing nappies and listen to children's opinions throughout the day. This supports children's social skills. Children show a good understanding of the rules and boundaries of the pre-school. They play cooperatively with each other and successfully use strategies to support sharing and turn-taking. For example, children independently use sand timers with their friends to share turns on the bicycles.

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

- Leaders and practitioners carefully assess children's progress and quickly identify any gaps in their learning and areas where they may need additional help. Staff work in partnership with parents and seek advice from professionals where needed. This good practice ensures that all children, including children with special educational needs and/or disabilities, progress well in their learning and development.
- The pre-school has a key-person system in place that generally works well. Practitioners know their key children well and they develop strong bonds. They use their knowledge of the children to plan activities based on their interests to support their next steps in learning. However, there are no effective systems in place to continue this support in the absence of a child's key person.
- Practitioners support children's communication and language skills well. They read stories, sing songs and speak clearly, modelling good language during activities and group times. Children ask lots of questions and talk about their own personal experiences with practitioners.
- Children demonstrate good independence skills. They use the toilet, wash their hands and put on their coats by themselves. Practitioners provide children with opportunities such as buttering their own toast and pouring their own drinks at snack to further develop these skills.
- Practitioners support children in conflict situations, and they listen to the children and comfort them when they are upset. However, practitioners do not

acknowledge children's feelings, and they do not teach them the skills to resolve issues themselves.

- Children demonstrate good physical skills. They use various resources such as the bicycles, sand pit and climbing frame. Children navigate obstacles well while they run and cycle. They learn to manage their own risks in the outdoor area, for instance, children explore different ways to climb up and slide down the climbing equipment safely.
- Children develop a good understanding of health and hygiene. They enjoy activities that promote oral health, explore the benefits of brushing teeth and talk about good and bad food. Children are given gentle reminders to wipe their own nose and wash their hands when needed.
- Children who speak English as an additional language make good progress. Practitioners speak with parents regularly to find out how the children communicate at home and gather important words in their home language. This helps the children settle and communicate with others. Leaders welcome support from the team at the local authority that supports children who speak English as an additional language.
- Practitioners use information gathered about children's cultural backgrounds to help children develop positive attitudes and respect for others. They learn about different cultures through various celebrations that represent the children and through activities, such as language lessons from parents, to teach children about other languages.
- Practitioners are supported with their professional development. They benefit from regular supervision sessions with the managers to highlight their strengths and identify areas to further develop. Practitioners attend training sessions to strengthen their knowledge.

Safeguarding

The arrangements for safeguarding are effective.

Leaders acknowledge concerns regarding past incidents and have reflected on how to improve safeguarding practices to keep children safe. All staff, including the leaders, are confident in their knowledge of safeguarding and are aware of the procedures to follow if they have any concerns about children in their care. This includes procedures to deal with allegations made against a colleague.

Safeguarding is discussed regularly at team meetings and practitioners complete mandatory training, such as paediatric first-aid and safeguarding courses. The premises are safe and secure and safety procedures regarding visitors are followed.

What does the setting need to do to improve?

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

- enhance systems for key people to fully support children in the absence of their

allocated key person

- support children to resolve situations themselves and acknowledge each other's feelings to help them learn how to identify and manage their emotions.

Setting details

Unique reference number	115374
Local authority	Bexley
Inspection number	10252685
Type of provision	Childcare on non-domestic premises
Registers	Early Years 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	39
Name of registered person	St Paulinus Pre-School Playgroup Committee
Registered person unique reference number	RP524079
Telephone number	01322 522628
Date of previous inspection	24 November 2016

Information about this early years setting

St Paulinus Pre-school has been established since 1965. It is managed by a committee. It operates from a church hall in Crayford, Kent. The pre-school offers sessions from 9am until midday and from 1pm until 4pm, or children can attend for the whole day. The pre-school operates during term time only. There are nine staff who work with the children. Of these, four hold relevant childcare qualifications. The pre-school receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Katie Smith

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection. Children told the inspector about their friends and what they like to do when they are at pre-school.
- 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 inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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