

# Inspection of St Anthony's Pre-School/Playgroup

St Anthony's Parish Centre Annexe, St Anthony's Drive, Fulwood, Preston PR2 3SQ

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Inspection date: 8 November 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive keen to begin their playful learning. They cuddle with staff as they talk about their feelings. All children talk confidently and respectfully listen to each other. Children of all ages play together harmoniously. Older children talk about being kind to their friends. They take responsibility to care for their younger peers, modelling how to behave and follow the rules. Children have a wealth of activities to choose from where they develop a range of skills. For example, children snuggle with a book and enjoy learning and using new words. They also use their imaginative skills as they play pretend families in the home area. Children develop their small-muscle skills as they peel carrots at snack time and explore making shapes with play dough.

Despite the setting having to pack away the environment every day, staff are careful to create a calm, warm and stimulating environment each day. As a result, the children move comfortably around the space and make themselves at home. In the outdoor area, children have planted fruit and vegetables and explore the natural world as they dig for worms. Children practise balancing on bicycles and climb the climbing frame. They practise their drawing in the sand. They have fun exploring and experimenting with different materials in the mud kitchen.

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

- The staff team at the setting has a clear vision. An in-depth knowledge of the children's interests and abilities is used to plan a tailored curriculum. There is a clear and manageable process to assess children's learning and feed into weekly planning. As a result, all children are working towards their next steps.
- Support for children attending who have special educational needs and/or disabilities (SEND) is strong. Additional needs for children are identified and responded to in a timely and appropriate manner, using external agencies where necessary. As a result, all children, including those with SEND, continue to make good progress and any gaps are identified and dealt with effectively.
- Leaders prioritise staff deployment. This ensures that children always have an adult to play and talk with, or ask for help. As a result, children receive high-quality and language-rich learning experiences.
- All staff are skilled at helping children learn during adult-led interactions. They use talking opportunities, effective questioning and positive praise to foster a 'can-do' attitude. Children respond with lots of ideas, well-developed communication and language skills and an enthusiasm for learning. They move between activities by choice but remain engaged at each activity long enough for rich learning to take place.
- Staff ensure that new learning is embedded by revisiting concepts. Children are quick to recall previous learning. For example, they sing a 'days-of-the-week'

song, list the months in order and talk about the weather. However, staff do not always give opportunities for children to consolidate their specific learning through independent play.

- Children benefit from well-embedded daily routines. This helps to create a calm environment, positively impacting on children's behaviour. Where children find waiting or sharing difficult, there is support to manage self-regulation and to find words to express their feelings. As a result, children are quick to refocus and get back to their learning.
- There is a sense that every child's voice is important. Children vote for which book to read, supporting an understanding of making decisions together fairly. Together with their strong sense of individual identity, children are encouraged to see themselves as an important part of the wider community. They contribute to the environment by participating in recycling and planting their own vegetables and fruit.
- The setting uses the key-worker system to keep parents informed and supported. Staff greet families at the door in the morning and email updates throughout the day. Parents are supported to understand their children's learning and development. They talk about what the staff are working on with their child. Children benefit from the good partnership working in place.
- The setting has strong links with the neighbouring primary schools. They use visits to help prepare the pre-school age children. As a result, children talk excitedly about going to school.
- The committee of trustees failed to notify Ofsted of changes to committee members. Although this is a legal requirement, due to new committee members not having any access to children, there is no impact on children's safety or welfare. The nominated individual took swift action to address the breach and shows a good commitment to keeping Ofsted informed.

## Safeguarding

The arrangements for safeguarding are effective.

The committee has robust procedures to ensure that adults working directly with children are suitable to do so. Staff and managers know their roles and responsibilities, and the policies and procedures, aimed at keeping children safe. They have embedded daily routines to minimise accidents and to keep areas secure. The venue is closed to the public during pre-school hours. Staff undertake regular training and can spot signs that may indicate a child is at risk from harm or neglect. Managers are aware of the referral procedures if they are concerned about a child in their care.

## What does the setting need to do to improve?

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

- strengthen the opportunities for children to consolidate and demonstrate their new learning through independent play.

## Setting details

<b>Unique reference number</b>	309463
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10234493
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	St Anthony's Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP909876
<b>Telephone number</b>	07963700591
<b>Date of previous inspection</b>	2 March 2017

## Information about this early years setting

St Anthony's Pre-School/Playgroup was registered in 1993. The setting employs five members of childcare staff. Four staff hold early years qualifications at level 3 or above, while one is level 2. Playgroup sessions operate on Monday and Wednesday from 9am to 3pm and on Tuesday from 9am to midday. Pre-school sessions run on Monday, Wednesday and Thursday from 9am to 3pm and on Tuesday and Friday from 9am to midday. The setting operates term time only. It provides funded education for two-, three- and four-year-old children. It supports those in receipt of early years pupil premium funding. Children who speak English as an additional language and those with SEND are cared for.

## Information about this inspection

**Inspector**  
Amy Milner

## Inspection activities

- 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.
- The inspector spoke to children to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual (chair of the committee) and the manager and deputy manager about leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on the children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents, grandparents and carers shared their views of the setting with the inspector.
- 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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