

Inspection of St Peter's Penguins Pre School

Phoenix St Peter Academy, Enstone Road, Lowestoft NR33 0NE

Inspection date: 17 November 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 arrive eager to start their day at this friendly, nurturing pre-school. They separate easily from their parents and immediately settle to play. Children are happy and self-confident. They approach staff for reassurance and involve them in their play. There are well-established routines in place which children are clearly familiar with. For example, children stand still when they hear tambourines shaking and know that it is 'tidy-up time'.

Staff and children interact warmly with each other. They giggle together as they balance coloured balls on spoons and watch them splash in the water. Staff's enthusiasm entices children to join in with activities. For example, staff paddle and jump in puddles. Children rush over and join in the fun. Staff respond to children's spontaneous learning. For example, when children show an interest in letters of the alphabet, staff model how to write letters onto large sheets of paper.

Children positively immerse themselves in their play and learning. Activities quickly captivate their interest. For example, they show excitement as they help to make 'lava'. They marvel as they watch bubbles rise in liquid and say 'wow'. Children lead their own play. They play with toy polar bears and use construction bricks to make a house for them.

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

- Staff implement a well-sequenced and ambitious curriculum. It has a strong focus on supporting children to develop the skills they will need for the next stage in their learning. Planning embeds children's prime areas of development, and any gaps are quickly identified. The manager uses additional funding effectively to support children further.
- Children are very well looked after. Staff ensure children have a calm, nurturing start to their day. They prepare a nutritious breakfast and chat to children about their morning. Children 'click on their listening ears' and answer questions about the weather. They look out the window and say, 'It is very rainy today.' Staff attend to children's needs quickly. Nappy changes are respectful. Staff narrate what they are doing, which helps children to feel at ease.
- Children benefit from activities that help strengthen their muscles in preparation for early writing. Children use tweezers to pick up pom-poms and paint dabbers to trace around letters. They quickly show control in holding and pressing syringes to squirt coloured water.
- Children with special educational needs and/or disabilities are supported well. Staff are attentive to children's developing needs and demonstrate a good understanding of what best supports children's next steps. Staff use visual aids and simple sign language to support children's learning.

- Children's behaviour is good. They play calmly next to each other and show kindness. For example, children help each other to hang up their coats. Staff reinforce positive behaviour at every opportunity. They praise children and say, 'Well done,' and, 'That's amazing.' This helps to support children's self-esteem. Staff are consistent in encouraging good behaviour.
- Partnerships with parents are strong. Staff obtain meaningful information from parents about their children when they start. Flexible transition sessions allow children to settle into the pre-school in their own time. Parents value the friendly staff and say they are 'fantastic'.
- The manager is a strong leader. She evaluates the provision and demonstrates a clear vision for raising standards. She strives to reduce staff's workload to help them to maintain a good work-life balance. This contributes towards staff's positive energy. They report good levels of morale and enjoy working as part of a close team.
- Staff promote children's language and communication development. They sing a range of familiar songs and engage children in back-and-forth interactions. Children respond well to staff's questions. They confidently chat about their favourite colours and animals.
- Daily routines are not always managed effectively. For example, children wait for extended periods of time to wash their hands ready for snack time. As a result, children's learning time is not fully maximised.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of safeguarding. They know the possible signs and symptoms of abuse and neglect and show an awareness of wider safeguarding issues, such as the 'Prevent' duty. They know how to record and report any concerns to the designated safeguarding lead for the pre-school. The manager ensures all staff complete regular training to keep their knowledge of safeguarding issues current and up to date. Daily checks are effective to ensure the premises remain suitable and safe.

What does the setting need to do to improve?

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

- review and enhance the organisation of routines so that children's play and learning time are maximised.

Setting details

Unique reference number	2605214
Local authority	Suffolk
Inspection number	10251672
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	26
Number of children on roll	31
Name of registered person	St. Peters Penguins Pre-School CIO
Registered person unique reference number	RP540020
Telephone number	07765198523
Date of previous inspection	Not applicable

Information about this early years setting

St Peter's Penguins Pre-School registered in 2020. It employs seven members of childcare staff. Of these, four hold an appropriate early years qualification at level 3 and one at level 2. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am to 3.45pm, Monday to Thursday. On Friday, sessions are from 9am to midday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Oakden

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 led the inspector on a learning walk and talked to the inspector about what they want children to learn.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The manager and the inspector carried out a joint observation together.
- Staff and children spoke to the inspector at appropriate times throughout the inspection.
- Parents shared their views of the pre-school with the inspector.
- The manager provided the inspector with a sample of key documents on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022