

Inspection of Sacred Steps Preschool Playgroup

The Scout Hut, Browning Road, Wyken, COVENTRY CV2 5HS

Inspection date: 19 January 2023

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 feel safe and secure in this nurturing pre-school and develop their confidence well. They form strong relationships with both peers and adults and enjoy involving others in their play. Staff expectations for behaviour are high, and, as such, children behave exceptionally well. Children use good manners, share resources and are kind to each other. Staff provide children with a range of opportunities to develop their independence. For example, children chop up their snack, access their own resources and put on their boots when they go outdoors.

Children have good opportunities to develop their physical skills. For example, children develop their larger muscles when they use the outdoor climbing and balancing equipment. They also develop their smaller hand muscles during drawing and painting activities. Children have fun at pre-school and develop good social skills. They giggle with each other as they have a tea party, pouring tea and swapping food. Children develop their imaginations well as they play 'shops', selecting and paying for their own fruit and vegetables. Children enjoy the outdoors at the pre-school. For example, they delight in using binoculars and magnifying glasses to explore nature. They laugh with staff as they look for birds, insects and investigate leaves frozen in ice.

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

- The manager and staff plan an ambitious, sequential curriculum that motivates and engages all children. Children have free access to a range of resources that successfully support their progress and development. Staff plan the learning environment well and ensure that resources are differentiated to support all children.
- Staff have a good understanding of the needs of children, and activities are planned to meet their individual learning requirements. The key-person system is highly effective. Key persons are attuned to their key children's interests. They plan activities based on these so that children are engaged in purposeful play at all times. This means that all children make good progress from their starting points.
- Staff liaise with parents to find out what children know and can do when they start pre-school. Once children are settled into pre-school, staff make regular observations to assess children's progress and identify any gaps in learning. They use these assessments to plan future activities.
- The teaching of British values is of a high priority in the setting. Staff help children to learn to use good manners, take turns and share resources. Children learn to respect and listen to each other. They develop their understanding of a range of cultural festivals and celebrate each other's differences.
- The manager has prioritised communication and language in the pre-school.

Children enjoy joining in with a range of familiar songs, using actions as they sing. Some children enjoy listening to and retelling familiar stories. However, staff do not maximise opportunities throughout the day to encourage all children to develop a love of books and to extend their literacy skills.

- Children enjoy learning about healthy eating and good oral health through discussion. For example, children enjoy talking to staff about their trips to the dentist and pretend to brush their teeth while using a two-minute timer.
- Parents speak highly of the setting. They say that staff are kind, gentle and helpful, commenting further that their children enjoy attending the setting and cannot wait to come in the morning. Staff have a good relationship with parents and understand the importance of regular communication. However, staff do not provide all parents with comprehensive information so that they can further support children's learning at home.
- Children receive a high-quality educational experience. The manager is highly reflective and puts staff's professional development at the heart of the pre-school's ethos. Staff have participated in a wide range of professional development opportunities to extend their early years knowledge. For example, recent training has helped staff to enhance their teaching skills, to support children to explore their own ideas when they solve problems.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to protect children from harm. They know the signs and symptoms that are potential indicators of abuse. Staff know the procedures they must follow should they have concerns about a child's welfare. They know the procedures to follow should a concern arise about the conduct of a colleague. The manager follows robust recruitment and induction procedures to ensure the suitability of staff who work with children. Staff check the premises meticulously to ensure it is safe and secure for children. They attend regular training to ensure their safeguarding knowledge is always up to date.

What does the setting need to do to improve?

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

- build on the partnership working with parents in order to provide them with all of the information they need so they can continue to support children's learning at home
- increase the opportunities for all children to develop their enjoyment of books, and further extend their literacy skills.

Setting details

Unique reference number	EY429883
Local authority	Coventry
Inspection number	10263786
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	20
Number of children on roll	21
Name of registered person	Pickering, Mary Margaret
Registered person unique reference number	RP513187
Telephone number	07958745649
Date of previous inspection	11 May 2017

Information about this early years setting

Sacred Steps Preschool Playgroup registered in 2011. The setting employs three members of childcare staff, all of whom are qualified at level 3, 4 and 5. The pre-school is open from 8.30am until 11.30am and from 12.30pm until 3.30pm, from Monday to Friday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Reason

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 the inspector conducted a learning walk and discussed the pre-schools's curriculum and what they want their children to learn.
- The inspector held discussions with the manager of the pre-school to discuss how the setting is organised. The inspector looked at relevant documentation, including the suitability of staff working in the pre-school.
- The manager and inspector carried out a joint evaluation of an activity. The inspector observed the quality of teaching throughout the inspection and discussed the impact this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views of the setting.
- The inspector spoke to staff and children at appropriate times during the inspection.

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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