

Inspection of Saint Jerome's Pre-School Playgroup

St. Jeromes RC Primary School, Greenloons Drive, LIVERPOOL L37 2LX

Inspection date: 28 April 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 thoroughly enjoy spending time at this nurturing and welcoming setting. They form close bonds with staff and with their peers. Children demonstrate that they feel safe and secure here. They are greeted warmly by staff in the morning and are excited to explore the activities as soon as they arrive. Children are enthralled as a tractor visits the setting. They look in amazement at the size of the wheels and learn about the different parts of a tractor. These interesting activities help children gain a thirst for learning from a young age.

Children behave well. They are kind and caring. For example, they make room for their friends on the carpet. Older children readily help younger children to balance across the outdoor beams. Staff treat children with the utmost respect. They listen attentively when children are talking and provide children with plenty of one-to-one interaction. This helps children to become confident communicators.

The leadership team has created a broad and balanced curriculum. Children benefit from a breadth of first-hand experiences. For example, children watch ducklings hatch from their eggs in the setting. They hold them gently and learn how to care for animals. These opportunities help children to learn about life cycles and nature.

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

- Children's behaviour is good. They respond to staff directions positively and follow their instructions well. For example, staff show children visual prompts for good sitting and good listening before larger group activities. This helps children to understand the behaviour expectations before activities begin.
- Children have opportunities to enhance their growing independence. They serve their own snack and carry their plates to the snack table. Children pour their own drinks and hang their own coats up. These opportunities help to prepare children for the next stage in their learning and eventual move to school.
- Physical development is promoted well. Children have copious amounts of space to run around. They show excellent control as they ride around the outdoor area on balance bicycles and tricycles. This helps to develop children's large-muscle movements.
- Parent partnerships are a key strength of this setting. Parents are actively involved in the setting. For example, they are invited to take part in first-aid training. Parents and carers are invited into the setting to read stories to the children. Children use the lending library to share books with their family at home. These strong relationships help to provide continuity in children's learning.
- The management team completes regular staff supervisions. Staff agree targets to help to further improve their practice. They are able to access a range of

training opportunities to enhance their professional development. Staff feel that their well-being is prioritised in this setting.

- Staff know children well. They understand where children are up to in their development and plan activities that interest the children. Children are thoroughly engaged as they work together to turn over logs to find minibeasts. They look carefully at the minibeasts they have found with their magnifying glasses. Staff introduce children to new vocabulary as they play with them, sing songs and share stories. All children make good progress in their learning.
- Children gain a good understanding of nature, including life cycles of plants and animals. However, staff do not provide enough opportunities for children to learn about people, communities and cultures that may be different to their own.
- Children with special educational needs and/or disabilities and those in receipt of additional funding, such as early years pupil premium, are supported well. Staff identify potential areas of need and use funding effectively to benefit each child to whom it is allocated. However, staff have not forged positive links with other settings children attend. They do not share information about children's development with other settings children attend in order to promote greater consistency in children's learning and experiences.
- Mathematical development is promoted well. Staff help children to count out the treasure they have found with their metal detectors. They support children to recognise shapes in their environment. Opportunities such as these help children to make good progress in their mathematical development.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust understanding of their role in protecting children from harm. Leaders ensure that staff have training and continuously confirm their safeguarding knowledge through questioning. Staff understand the steps to take should they become concerned about a child's welfare. Good recruitment procedures and rigorous background checks ensure that children are always cared for by suitable adults. Leaders ensure that children's allergies and dietary requirements are catered for. Staff complete regular fire evacuation drills with children. They teach children about road safety and help children learn how to cross roads safely using different crossings. Children are supervised well.

What does the setting need to do to improve?

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

- enhance opportunities for children to learn about other cultures, people and communities that may be different to their own
- share information about children's learning with other settings children attend.

Setting details

Unique reference number	EY418056
Local authority	Sefton
Inspection number	10285452
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	30
Number of children on roll	102
Name of registered person	Saint Jerome's Pre School Playgroup
Registered person unique reference number	RP910346
Telephone number	01704 879 000
Date of previous inspection	6 October 2017

Information about this early years setting

Saint Jerome's Pre-School Playgroup registered in 2002. The setting operates each weekday, during term time only, between 9am and 3pm, and operates wraparound care and a breakfast and after-school club from 7.50am to 9am and 3pm to 6pm. The setting provides funded places for the provision of early education for two-, three- and four-year-old children. The setting currently employs eight members staff, of whom six hold early years qualifications at level 3 or above.

Information about this inspection

Inspector

Olivia Barnes

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 leaders and has taken that into account in their evaluation of the nursery.
- The management team and the inspector completed a learning walk together.
- The manager completed a joint observation with the inspector.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- Parents, children and staff spoke to the inspector during the inspection, and their views were taken into account.
- A meeting was held with the inspector and the leadership team. The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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