

# Inspection of St Georges Pre-School Ltd

St.Georges Church Hall, Boundary Gardens, HIGH HEATON, Newcastle Upon Tyne  
NE7 7AA

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Inspection date: 13 March 2023 - 10 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 happily arrive at the pre-school and confidently say goodbye to parents. They self-register, posting their name into the post box. Staff provide a range of resources and activities for children to explore. Children know the routine of the nursery well and demonstrate that they are happy and independent to move around the setting and choose where to play. Children persist with activities that interest them. For example, when threading, children concentrate as they place bobbins on the thread one at a time, naming the colours before counting how many bobbins are on their string.

Children behave well and play alongside their friends. They learn to share and take turns with support from staff. For example, when painting, children take turns to use the pots of paint and swap with each other, and when playing a matching game, children patiently wait their turn. Staff plan structured music and movement sessions. Children follow and copy the actions and movements as staff play the piano, to develop their physical control. Staff organise the environment well so that children develop their physical skills, and they enjoy fresh air and exercise daily. Children confidently climb up steps to go onto the slide, roll and spin hula hoops, and use tools, such as spades, in the digging area.

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

- Staff provide lots of opportunities for children to develop their literacy skills and they learn new words throughout the session. For example, older children engage in phonics, recognising different letters and sounds. They identify objects that match the letter. Children are engaged and actively take part in both child- and adult-directed activities.
- Leaders and staff have daily communication meetings about the setting and children. The manager works alongside staff. She observes the quality of their practice and speaks to them about how they can improve their practice.
- The setting has good links with local schools that support transitions for children moving on to their next setting. For example, staff share information about children's development prior to children moving to their new nursery or school.
- Children with special educational needs and/or disabilities are supported well. Staff provide strategies, such as a visual timetable and 'now and next' boards, to help children at transition times. This helps them to know what is going to happen next. The special educational needs coordinator makes referrals to external agencies and works with the local authority team. The manager makes appropriate use of additional funding for children to close gaps in their learning and development.
- Settling-in sessions are flexible to meet the needs of individual children and help them to transition into nursery. For example, parents are invited into the setting

with their children to share information with their key person. This helps children to become familiar with the environment prior to starting at the setting.

- Staff observe and assess children's learning regularly. They understand individual children's development and what they need to focus on next. Staff make the most of their interactions with children to fully challenge and extend their learning.
- Parents speak highly of the setting and the care and education that the children receive. Parents share information from home with staff about weekend events. Parents report that their children are happy to attend the setting and they receive good information about their children's day.
- Children are familiar with the routine and know what is expected of them. However, during group activities, such as story time and singing time, some children can be disruptive or not fully engaged. This means that some children miss out on learning opportunities.
- Mathematics is included in the everyday activities. For example, children learn about the names of two-dimensional shapes and use them in their craft or construction activities. However, they do not learn about three-dimensional shapes. This means that children do not learn about what is the same and what is different between the types of shapes.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand the reporting procedures that they must follow if they have concerns about a child or adult. They are confident of the signs and symptoms of abuse that may indicate that a child is at risk of harm. Staff have recently attended safeguarding training. This has raised their awareness of issues, such as the 'Prevent' duty and county lines. They know what to do should they have any concerns. The premises are safe and secure and staff complete risk assessments to ensure that all areas and play equipment are safe. Staff deployment is effective. They supervise children well inside and outdoors.

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

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

- review the planning and organisation of group activities to ensure that the learning of all children taking part is maximised
- review how children learn about shapes so that they also learn about three-dimensional shapes.

## Setting details

<b>Unique reference number</b>	EY402152
<b>Local authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	10263948
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	35
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	St Georges Pre-School Ltd
<b>Registered person unique reference number</b>	RP529376
<b>Telephone number</b>	07939828640
<b>Date of previous inspection</b>	17 May 2017

## Information about this early years setting

St Georges Pre-School Ltd registered in 2010 and is situated in High Heaton, Newcastle. The pre-school employs five staff. Of these, four hold appropriate early years qualifications at level 3 and above, including one who has early years professional status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Lisa Campbell

Lynne Pope

## Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want children to learn.
- The inspectors talked to staff during the inspection and took account of their views.
- The inspectors observed the quality of education being provided and assessed the impact on children's learning.
- The inspectors spoke to the special educational needs coordinator about how they support children with special educational needs and/or disabilities.
- The inspectors carried out two joint observations of group activities with the manager.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation, such as first-aid qualifications and risk assessments, and reviewed evidence of the suitability of staff working in the setting.
- Following the original inspection on 13 March 2023, a further visit was completed on 10 May 2023 to gather additional evidence.

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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