

Inspection of St Benedict's Pre-School

St. Benedicts Church, Hollingsworth Road, LOWESTOFT, Suffolk NR32 4AX

Inspection date: 23 May 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this well-led pre-school. They build close and respectful bonds with the warm and engaging staff. Children benefit from a wide range of interesting and engaging learning opportunities. They make good progress in their development. Children gain new understanding about a wide range of subjects. The experienced staff help them to develop their communication and language skills. For example, while staff encourage children to put on their own coats and shoes, they discuss with them how the fastenings work. Staff teach children what it is called and encourage them to think about other places that the same material is used in the pre-school. Children enjoy climbing, balancing, painting and role play.

All areas of the pre-school are set up with children's learning and engagement in mind. There are plenty of suitable resources for children to use. Staff support children to learn how to make the dough they use in their play. Children then practise rolling and shaping it, which helps to develop their strength and finer hand movements. They explore different textures, colours and aromas. Staff provide real items, such as fresh herbs, some of which they are beginning to grow with the children.

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

- Leaders plan the curriculum to help children to develop their skills and knowledge, based on a sound understanding of their needs. There is a strong focus on promoting children's communication, independence, physical development and personal and social skills. Staff show through their practice that they have a good understanding of the different areas of learning, and how to respond to children's learning needs. Over time, children's confidence to interact with adults and other children grows.
- Staff skilfully support children to learn how to manage their own behaviour. They use clear phrases and communicate their expectations clearly. For example, some children engage in building towers and others knock them down. Staff explain more-helpful and positive ways to engage in the play, inviting them to join in and rebuild the tower that they knocked down. This teaches children how to play cooperatively alongside one another.
- Clear procedures are in place to prevent the spread of infection. This supports children's health and hygiene effectively. Staff teach children to be increasingly confident in their self-care. For example, they encourage children to wipe their own noses. Children learn how to pour their own drinks and clear their plates after eating their healthy snacks.
- Good support is in place for children with special educational needs and/or disabilities. Staff use a range of techniques to support children to understand pre-school routines and their instructions. For example, they consistently use

signs and cue cards for children. Staff work closely with parents and other professionals to ensure that the plans in place are appropriate and regularly reviewed.

- Teaching from staff during individual interactions and small-group work is specifically and purposefully targeted. However, teaching is not always well matched to individual children's learning needs during some of the more routine adult-led activities, such as a whole-group conversation and singing time.
- Staff plan lots of opportunities for children to learn about different faiths and cultures around the world. However, there is less focus on helping children to learn from and understand the similarities and differences between the ways of life of different people and communities in modern Britain.
- Staff have high expectations and aspirations for children. For example, they notice when some girls are less confident with some aspects of their larger physical skills. They work to inspire and enthuse girls to become more confident in how to move freely. This helps the children to develop positive attitudes towards exercise and physical activity.

Safeguarding

The arrangements for safeguarding are effective.

Effective action has been taken to address previously identified weaknesses in safeguarding. Staff and those with responsibilities to lead safeguarding practice have a clear understanding of their roles. Staff understand the signs and symptoms of possible abuse and/or neglect. They have a good knowledge of the pre-school's safeguarding procedure and explain their understanding of how to raise any concerns. They demonstrate that they work together effectively with parents and other agencies to safeguard children. The driving ethos of respect and tireless support for children and their families is inspirational. Staff are acutely aware of the challenges faced by families and do everything they can to support them in raising their children safely. For example, they have set up a food and clothing 'swap shop' to help all parents, particularly those who may be experiencing economic difficulties.

What does the setting need to do to improve?

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

- improve the arrangements for adult-led times, including whole-group times, to ensure that teaching is well matched to children's individual learning needs and that their learning experiences remain positive and engaging
- develop the curriculum further to help children to develop their understanding of the communities and lives of people beyond their own immediate experiences.

Setting details

Unique reference number	EY456784
Local authority	Suffolk
Inspection number	10269692
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 5
Total number of places	30
Number of children on roll	33
Name of registered person	St Benedict's Pre-School Committee
Registered person unique reference number	RP532206
Telephone number	07791849899
Date of previous inspection	30 November 2022

Information about this early years setting

St Benedict's Pre-School registered in 2012 and is located in Lowestoft, Suffolk. The pre-school employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The pre-school opens Monday to Friday during term time. Sessions are from 9.15am until 12.15pm. Afternoon sessions run from 12.45pm until 3.45pm on Tuesday and Thursday, with a lunch club from 12.15pm until 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Hipperson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff. The inspector viewed samples of some essential documentation.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of group activities with the manager.
- Parents shared their views of the pre-school with the inspector.

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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