

# Inspection of St Anne's Pre-School

Pickering Green, Harlow Green, Gateshead, Tyne and Wear NE9 7HX

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Inspection date: 27 June 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 are happy in pre-school. Parents comment that their children love going. They say their children often want to attend, even on their days off. Children develop very good relationships with their key person and other staff. For example, younger children thoroughly enjoy a cuddle when they are upset. Children learn to keep themselves safe. For example, they learn to negotiate steps safely outside. Staff teach children about the dangers of running on slopes. Children develop increasing control as they play on the slopes, adjusting their speed on the hill to avoid any accidents.

Staff have high expectations for children's learning. For example, they provide opportunities for children to recognise their name. Older children learn to write their name. Parents speak highly of the progress their children make, especially in terms of their confidence. Children behave well. Staff help them to understand and follow the rules within the different areas of the indoor and outdoor environment. Children know how many children can play in an area. They make sure there is space for them before they go in. Staff support children well to share and take turns with resources. They take time to talk things through with children. Children begin to learn how their actions impact on how other children feel.

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

- Children play in a well-resourced and well-thought-out learning environment, inside and outside. Staff have thought carefully about what they want children to learn. For example, they plant strawberries to help children to learn about growth and change. Children thoroughly enjoy playing with the train track or the doll's house. They talk to each other about what they are doing and develop storylines into their play.
- Staff know their children well. They know where children are in their learning, and they have a clear understanding of what they want children to learn next. They use this information when they plan for children's learning. For example, they plan activities to support children's language development. However, occasionally, some large group activities do not support all children's individual needs. For instance, some children find it overwhelming when other children sing loudly.
- The manager provides support and coaching to help staff to improve their practice. She generally has a good overview of what is happening in the pre-school because she works alongside children and staff and watches what they are doing. However, occasionally, she does not monitor practice thoroughly enough to identify and address the minor inconsistencies in practice.
- Children concentrate well for their age and stage of development. Younger children are engaged as they play in the play dough. They enjoy exploring what

happens as they use rolling pins or cutters. They thoroughly enjoy using the cutting wheel and exploring the patterns that they make. Older children are fascinated as they mix two colours of play dough together. They comment on how 'blue and yellow make green'. Activities such as these help children to develop good attitudes to their learning.

- The manager and staff give clear messages to children about healthy lifestyles. For example, they ensure children have plenty of fresh air and exercise and talk to them about foods that are good for them. They give clear messages to parents at the start of the year about healthy packed lunches. Children learn the importance of washing their hands after using the toilet or before eating.
- The manager and staff have a good relationship with parents and carers. They talk to them about what their children are doing in the pre-school and how they can support their children's learning at home. Parents and carers talk about what children are interested in at home and this helps staff to follow children's interests when planning their curriculum. Staff give a range of detailed information when children start. However, they have not yet thought about ways of sharing this information with parents and carers, who do not regularly collect children, to achieve even greater consistency in children's care and learning.
- The manager and staff have a good attitude to working in partnership with other professionals. They work closely with the on-site school, particularly when children move into the Reception class. They also talk to professionals from health. They find out strategies for how they can support children more effectively and build on this in their provision.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of how they can keep children safe. For example, the gate is padlocked at all times to prevent unauthorised visitors entering. Staff supervise children carefully as they play outside. The manager and staff have a good understanding of the procedures that they must follow if they had a concern about children's welfare. They know what they must do in the event of an allegation against a member of staff. They talk confidently about the signs and symptoms that may suggest a child is suffering from abuse.

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

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

- ensure large group activities support the learning needs of all children
- strengthen monitoring and identify and address the minor inconsistencies in practice
- find effective ways of sharing information with all parents and carers, including those who do not regularly collect children.

## Setting details

<b>Unique reference number</b>	311890
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	10288862
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	St Anne's Playgroup (Harlow Green) Committee
<b>Registered person unique reference number</b>	RP909047
<b>Telephone number</b>	01914334053
<b>Date of previous inspection</b>	3 November 2017

## Information about this early years setting

St Anne's Pre-School registered in 1992 and is located in Gateshead. The pre-school employs five members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including one with qualified teacher status. The pre-school opens Monday to Friday during term time only. Sessions are from 8.45am until 3.15pm. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Elizabeth Fish

## 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 showed the inspector around the pre-school and explained how she organises her curriculum.
- The inspector observed children playing and learning and evaluated the impact on children's learning.
- Parents spoke to the inspector and talked about their experience of the pre-school.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The manager evaluated an activity with the inspector.
- The inspector viewed a range of documents, including those relating to staff suitability.
- The manager talked about how she manages the pre-school and keeps children safe.

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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