

Inspection of St Peter's Pre-School

Winslow Vestry, St. Peter's Church Lane, Droitwich, Worcestershire WR9 7AN

Inspection date: 13 July 2023

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are significantly compromised, as the nominated individual has failed to ensure that the pre-school meets all their legal responsibilities. This has resulted in several breaches in the requirements of the early years foundation stage. Despite weaknesses, children are happy and settled at the pre-school. They arrive happily, and confidently separate from their parents. Staff enable children to make independent choices from the well-resourced environment. However, children are not consistently provided with activities and experiences that meet their individual learning needs. This results in some children becoming bored and wandering around the room aimlessly.

Staff do not help children to learn how to behave and be aware of the rules that support good behaviour. For example, when children squabble over a game, trying to snatch it off each other, staff simply take the game away from the children without providing any explanations. Staff provide opportunities for children to promote their physical development. They enjoy the time they spend outdoors where they learn to climb, balance and negotiate space. Indoors, staff provide malleable materials, such as jelly, that the children enjoy playing with. They use utensils and containers to scoop and mould the jelly into different shapes. Children use their imaginations as they play in the home corner, pretending to take care of the babies, and dressing and feeding the dolls.

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

- The nominated individual does not understand her role and legal responsibilities to the pre-school. She has failed to ensure appropriate action is taken when weaknesses in practice have been found. In addition to this, her understanding of the safeguarding and welfare requirements is poor. This means that children are not effectively safeguarded.
- Although most staff are qualified, learning opportunities are not well planned. Staff plan some activities, but these are not planned to meet the children's individual needs and do not have a clear focus on what they want children to learn next. As a result, children do not make as much progress as they are capable of.
- Leadership and management are weak. The arrangements for supervision and ongoing support for staff are not good enough. Leaders do not provide sufficient training or coaching to enable staff to fulfil their responsibilities. This negatively impacts on the quality of education children receive.
- Staff do not use consistent methods to manage children's behaviour. For example, when children show unwanted behaviours, some staff simply say, 'stop that' or 'don't do that' without giving explanations. This does not help children to learn the rules of good behaviour.

- Staff work well with outside agencies to seek advice and support for children with special educational needs and/or disabilities. Generally, children get some of the support they need. However, weaknesses in other aspects of staff practice and interactions impact on all children at the setting.
- Staff are kind and greet children enthusiastically. Children who are new to the setting have gradual settling-in sessions to help them to adjust to their new environment. Staff offer children cuddles and comfort when needed. This helps children to feel emotionally secure in the setting.
- Children's communication and language skills are promoted well. Staff engage children in regular and meaningful conversations and discussions. Children confidently talk to and engage with visitors to the setting. They develop a love for books, independently accessing them and sharing them with their friends.
- Children develop their independence skills well. They take care of their own toileting needs and understand the need to wash their hands before mealtimes. Children happily help to tidy away toys before going outside to play.
- Partnerships with parents are well established. Parents express their satisfaction with the pre-school. They say their children are happy attending and have made friends with other children. Parents are aware of who acts as key person to their child. They value the daily updates they receive, both verbally and via the online application. Parents say that the pre-school has prepared them socially for their move on to school.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in safeguarding and welfare requirements have an impact on children's safety and well-being. The setting's safeguarding policy is out of date. It is not in line with local safeguarding partnership procedures. In addition to this, staff who hold responsibility for safeguarding, including the nominated individual, do not know the procedure to follow in the event of an allegation being made against a member of staff. This means that children are not effectively safeguarded. Having said this, staff supervise children well. They ensure the environment is safe and suitable for children. The setting is secure, to ensure unknown persons are not able to gain entry.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure the nominated individual fully understands their role and responsibilities in meeting the requirements of the early years foundation stage	13/08/2023
ensure the safeguarding policy is in line with guidance from the local safeguarding partnership	13/08/2023
ensure staff understand the correct procedure to follow in the event of an allegation against a member of staff	13/08/2023
ensure the planning of the curriculum meets the individual needs of the children and has a clear learning intention for what children need to learn next	13/10/2023
implement robust procedures for ongoing staff training and coaching to improve staff knowledge and raise the quality of education to a good level	13/10/2023
ensure staff manage children's behaviour effectively and provide children with clear and consistent messages to help them to understand what is expected of them.	13/08/2023

Setting details

Unique reference number	205223
Local authority	Worcestershire
Inspection number	10303008
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	16
Number of children on roll	19
Name of registered person	St Peter's Pre-School (Droitwich) Committee
Registered person unique reference number	RP907761
Telephone number	07980070023
Date of previous inspection	25 October 2018

Information about this early years setting

St Peter's Pre-School registered in 1976. It is situated in Droitwich, Worcestershire. The pre-school opens from Monday to Friday during term time. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs five members of childcare staff. Of these, four hold an appropriate early years qualification at level 3 and one is unqualified.

Information about this inspection

Inspector

Amanda Tompkin

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 the provider and has taken that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector completed a learning walk with the deputy manager to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation with the deputy manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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