

# Inspection of St Philip's Pre-School

The Cottage, Ellison Road, GATESHEAD, Tyne and Wear NE8 2QU

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Inspection date: 15 November 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

Parents and children are welcomed with a kind and friendly smile as they arrive each day. Staff foster warm and nurturing relationships with children. This helps them to feel safe and 'at home' in the pre-school. Children are actively involved in choosing which activities they want to take part in. They are so absorbed in their learning they are unaware when a visitor is present. Familiar routines such as circle time, and story-time help provide a settled experience in which children thrive.

Children play well together. For example, during a game, children take turns and wait patiently until it is their turn to throw the dice. They use mathematical knowledge they have learned as they count how many cards they have and recognise who has the most. Staff develop children's mathematical vocabulary by introducing terms, such as long and short.

Staff have a genuine care for every child. They model turn taking and have high expectations of children's behaviour and children respond well to these. Children learn how to be kind, considerate and well mannered. For example, they help each other to put their aprons on, and remind their friends to put the rubbish in the bin.

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

- The manager and staff know each child's needs well. Through home visits and settling-in sessions, staff start to build strong relationships with parents and children. Staff understand that some parents and children may feel anxious when they start, so each visit is tailored to the child's needs.
- Staff make sure the curriculum and teaching are engaging and appropriate for each child. Through effective observation and support staff extend children's learning of the curriculum effectively. They act promptly if they identify that any child, including those with special educational needs and/or disabilities (SEND), needs extra help from staff or other professionals. This means all children are able to make the best progress possible.
- Staff give emphasis to developing children's speaking and listening skills. The day is sprinkled with opportunities for children to listen to, and join in with stories, songs and rhymes. They readily recall names of the characters from their favourite books. Children demonstrate their growing love of books as they choose to sit and look through a book for their own pleasure.
- Children have plenty of opportunities to play outside in the pre-school garden. They also benefit from regular visits to places in the local community, where they benefit from fresh air and exercise. However, staff do not consistently plan these purposeful outdoor activities to maximise children's learning.
- Staff model how to use good manners, share and take turns. Children quickly respond by showing the desired behaviour themselves. Staff establish important

routines, which show children what is expected and how to behave. They gently encourage children to develop their independence and self-care skills, for example, when putting on their own coats.

- Children engage positively during adult-led activities. For instance, a group of children eagerly work together to cover 'Pudsey Bear' with colourful tissue paper. Staff build on what children know and can do. They hold discussions with children about the colours and shapes they are creating. However, staff do not always give children the opportunity to revisit the activity, so that they can explore and develop their own creative ideas.
- Parents are unanimously positive about the staff team and about their children's experience in the pre-school. They welcome the home learning packs that they receive to help support children's learning at home. All parents appreciate the care staff provide and say that their children look forward to attending. Parents of children with SEND value the support they and their children receive.
- Staff are proud to work at the pre-school. They feel valued and work well as a team. The work environment is happy, and this reflects in the positive ways that staff and children interact with one another.

## Safeguarding

The arrangements for safeguarding are effective.

The manager makes sure that all staff understand the important part they play in keeping children safe. The regular training and updates which staff receive mean they are aware of the different ways in which young children may display signs of concern. The manager has a clear understanding of how to manage allegations made against staff. Clear recruitment procedures are followed to help ensure those working with children are safe to do so. Risk assessments are in place to minimise hazards, while staff are vigilant and supervise children well.

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

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

- place a sharper focus on planning purposeful outdoor activities to maximise children's learning
- provide more opportunities for children to develop and explore their own creative ideas.

## Setting details

<b>Unique reference number</b>	EY388312
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	10317083
<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>	20
<b>Name of registered person</b>	St Philip's Pre-School
<b>Registered person unique reference number</b>	RP527208
<b>Telephone number</b>	01914602475
<b>Date of previous inspection</b>	24 May 2018

## Information about this early years setting

St Philip's Pre-School registered in 2008. The pre-school employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday term time only. Sessions are from 8.45am until 11.45am and 12.15pm until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Janet Fairhurst

## 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 inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views.

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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