

Inspection of St Johns Pre School

64 Larcom St, London SE17 1NQ

Inspection date: 19 February 2024

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	Good
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What is it like to attend this early years setting?

The provision is good

Children return to the pre-school happily on the first day back from a short break. Staff provide plenty of cuddles and warm attention to children who need additional reassurance. Children benefit from visual cues to help them understand what is expected and to communicate their needs. Those who speak a language other than English at home quickly acquire English speaking skills. Children show that they feel safe and secure.

Staff are ambitious for children. They encourage children to manage their self-care and to make choices about what to do. Staff help children to understand the differing needs and abilities of others. For example, they organise shared song and dance visits with a pensioners' group. Staff explain to children what is expected of them and support children to acquire positive social skills. Children demonstrate that they understand the pre-school's routines.

Staff support children to value and share their backgrounds and languages. For example, children count in their home language during activities. Staff work closely with specialists to improve outcomes for children with special educational needs and/or disabilities. Children's moves to school are well planned. Children recognise their names as they self-register, wipe their noses and dispose of tissues without prompts and help to prepare tables for lunch. Children are prepared well for future learning.

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

- The manager and staff work together well. They understand the impact that the COVID-19 pandemic has had on children and their families. The manager makes effective use of additional funding to support children's engagement in learning. Staff regularly share information with parents and plan extended outings that help to widen the experiences of children and their families.
- Staff make accurate assessments of children's learning. This helps them to identify potential gaps in children's learning at an early stage. The special educational needs coordinator (SENCo) is knowledgeable about local referral procedures and knows how to access additional support and advice for children. Staff work well with parents and other professionals when gaps in children's learning persist.
- The manager provides staff with regular support and supervision. Staff complete training that helps to enhance their professional practice. Staff with allocated roles develop their subject knowledge. For example, they complete courses that help them to understand how best to develop children's speech and language. Staff show strong commitment to helping children make progress from their starting points in learning.

- Staff help children to behave well and interact with children in positive ways. Children who find it difficult to focus during activities have good alternatives and receive close attention from their key persons. Children listen to staff and follow their instructions. They show that they are becoming independent learners, and staff support them well in their chosen tasks.
- Staff teaching is effective. Children recognise and predict events of traditional stories. Staff use methods to help children's speaking skills, such as clapping rhythmically to the sound of their friends' names during group welcomes. Staff support children well when they disengage from group activities. Children recognise colours and numerals as they stack cups away from the larger group.
- Since the last inspection, the outdoor learning environment has been further developed. Children plant and dig in sand or soil and enjoy using wheeled toys. Children are less able to learn effectively outdoors during colder months. This limits the learning of children who learn best outdoors or who need more active play opportunities than those provided inside.
- Parents value the 'professionalism' of the staff and the patience and care that they show to children. Staff share information with those who will work with children at new schools. This helps school staff to understand how children learn best. Staff's communication with other settings that children attend, or have previously attended, is less effective.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- continue to enhance the curriculum for outdoors, so that staff plan challenging and ambitious outdoor learning experiences throughout the year
- strengthen communication about children's learning with all settings involved in their care.

Setting details

Unique reference number	107639
Local authority	Southwark
Inspection number	10305460
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	22
Name of registered person	St Johns Playgroup (Southwark) Committee
Registered person unique reference number	RP902099
Telephone number	0207 358 3349
Date of previous inspection	22 February 2018

Information about this early years setting

St Johns Pre School registered in 1994. It operates from the first floor of a community centre near Elephant and Castle, in the London Borough of Southwark. There are four members of staff who work directly with children. All hold appropriate early years qualifications at level 2 and level 3. The pre-school operates from 9am to 3pm, from Monday to Friday, during term times. It provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kareen Jacobs

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and the children.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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