

Inspection of St Aidans Pre-School

139 Southcoates Avenue, Hull HU9 3HF

Inspection date: 22 April 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are eager to choose what they would like to do as they arrive at the setting. If children are feeling upset, staff are sensitive and provide comfort by spending time with them to help them to settle. Staff encourage children to explore the indoor and outdoor environments freely. However, staff are not always effective in engaging children in their learning and play. For example, after lunchtime, the outdoor area is popular with children. As there are more children it becomes chaotic at times. As a result, children are not always actively involved in their learning.

Children follow the routines of the setting well and engage in small-group activities. Staff plan activities to support children's learning. For example, older children count the numbers on the dominoes and match them as they play together. This builds on children's mathematical skills. The manager and staff team are developing a curriculum for children across the areas of learning. However, this is not yet fully embedded. As a result, children do not consistently make as rapid progress as they could across the seven areas of learning.

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

- The manager and staff team consider children's interests as they plan activities and experiences in the setting. Overall, they build on children's interests to engage them in learning. However, there is not a clear curriculum to help staff to plan for children's learning across all areas to enable them to consistently make good progress.
- Children generally behave well. They follow instructions from staff and often play well together. When a conflict occurs, staff intervene and make sure that children are safe. However, staff do not consistently provide time for children to understand the consequences of their actions. They do not always support children to think about what they could do differently. This does not support children to manage their own feelings and behaviour.
- Children are free to choose where they want to play. However, at times, staff do not always notice quickly enough when children are not actively learning. This is often during transition times, for example after lunchtime. Many children want to engage in physical play; however, as the space available outside at the time is limited due to the wet weather, children struggle to find the space. This means activities and resources are not used effectively. As a result, children are not always engaged in purposeful play and learning.
- The staff team members identify a book of the week to support them in their planning. For example, children listen to 'Jack and the Beanstalk'. Using the play dough, they make a beanstalk and remember parts of the story. Staff introduce new language as they talk to them about the different types of beans. As a

result, children develop a love of stories.

- Children develop their independence and enjoy celebrating their achievements. For example, they use their physical development skills to practise cutting with the scissors. When children complete a picture, they take it to the drawer that is labelled with their name. They confidently find their name and put in the picture. Staff tell children how proud they are of what they have done.
- Staff provide a range of opportunities for parents and the local community to be involved. They arrange stay-and-play sessions for parents and organise fundraising events. Parents comment on how they enjoy attending the stay-and-play sessions at the setting. The staff team does not always share information with all parents about what skills their child is learning and how to further support their development at home.
- The manager works closely with the staff team to identify any gaps in children's learning. They work closely with parents and the appropriate agencies to ensure that children with special educational needs and/or disabilities (SEND) receive support to help them to develop in their learning.
- The manager reflects on what the setting can improve on. They identify appropriate training to support the team. For example, they are working closely with the local authority to design a curriculum to further support children's learning.
- Although the committee is currently going through a period of change, staff say they feel supported by the manager in the setting. The manager has regular discussions with staff to support them personally and professionally. Staff comment on how they support each other as a team and work together well.

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

| | Due date |
|---|-----------------|
| design and implement a challenging curriculum that builds on what children know and can do, to help them to make the best possible progress in their learning | 02/07/2024 |

| | |
|--|------------|
| ensure that staff have the time and ability to consistently support children to manage their own feelings and behaviour | 21/05/2024 |
| review the effectiveness of staff deployment arrangements, particularly regarding transition times of the day, to ensure that children remain engaged in purposeful play and learning. | 07/05/2024 |

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

- enhance communication with parents to share what children are learning and how they can further support their children's development at home.

Setting details

| | |
|--|---|
| Unique reference number | 509995 |
| Local authority | Kingston Upon Hull City Council |
| Inspection number | 10338167 |
| 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 | 45 |
| Number of children on roll | 47 |
| Name of registered person | St Aidan's Pre-School Committee |
| Registered person unique reference number | RP905077 |
| Telephone number | 07596095061 |
| Date of previous inspection | 22 June 2018 |

Information about this early years setting

St Aidans Pre-School registered in 1993 and is located in Kingston Upon Hull. It employs six members of childcare staff. Of these, the manager holds an appropriate early years qualification at level 6, and five staff hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, during term time. Sessions are from 9am until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katherine Lakes

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 setting.
- The inspector viewed the setting and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to and 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 inspector spoke with the manager and nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed 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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