

Inspection of St Peters Preschool

62 Crescent Road, Woolwich, London SE18 7BN

Inspection date: 7 November 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

Staff create a warm and welcoming environment that supports children to feel safe and secure. They are sensitive to the needs of individual children and their unique circumstances. Parents of children new to the pre-school are made to feel welcome to stay until their child feels comfortable. This helps children to develop their confidence to form relationships with key staff and to explore.

The pre-school staff ensure that they complete thorough assessments of children's abilities when they join the pre-school. This allows them to plan an ambitious curriculum effectively that is based on a strong understanding of children's learning needs and their interests. An example of this is when staff model early mathematics well, enabling children to demonstrate a good understanding of number. For instance, during a play dough making activity, children measure out two spoons of flour without having to count them.

Staff support children's behaviour and social skills very well. They are excellent role models for children. Staff talk to children with courtesy and respect. Children demonstrate their proficiency in taking turns and sharing resources. For example, they independently access sand timers to organise their own turn-taking. They remind their peers of the importance of listening during story time.

Managers and staff have a secure understanding of the needs of the community they serve. They form strong relationships with outside professionals. For instance, the oral health team visits to help children learn about looking after their teeth. All children take part in supervised toothbrushing sessions. This supports children's long-term health and well-being.

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

- Staff establish secure and trusting relationships with parents, who speak positively of them. Staff work well with parents to promote a love of reading. Children take books home with them to share with their parents. Parents comment on how their children have developed an enthusiasm for their learning.
- Staff promote children's communication and language well, overall. They use clear strategies to promote children's language acquisition. Children are offered choices throughout the day. For example, at snack time, staff are explicit in offering a choice between water or milk. Staff join children in their play, noticing what they are interested in and introducing new words. They are extremely attentive and respectful. This helps children to develop confidence in expressing their needs and ideas.
- Staff monitor children closely when they identify gaps in children's learning. They use symbols as well as words to promote children's communication. All

children have good support to help them to communicate their wants and needs. Managers develop effective professional relationships to support children with special educational needs and/or disabilities and ensure that they make the best possible progress.

- Staff read to children with expression during group story times, successfully capturing and maintaining the attention of most children. There is an attractive area for book reading, and staff place books next to other activities to encourage reading. However, staff have not thought through how children's reading skills can be enhanced further. Children rarely access these resources, and staff are not always proactive and instigate reading opportunities as children play. This is also illustrated during a play dough making activity when staff do not recognise when they could incorporate reading opportunities, such as looking at a recipe.
- The pre-school is inclusive and diverse. Staff support children to develop a good understanding of other people's backgrounds and cultures outside of their own. Children learn to socialise and cooperate well together as they play.
- Managers use additional funding wisely to support the individual needs of children. For example, they invested in further training that builds the skills of staff working with children.
- Children can freely access a small outdoor area. The pre-school provides a range of waterproof clothing so that all children can be included. In addition, due to the lack of space, staff take children regularly to the local park. This provides them with opportunities to practise their large motor skills and take part in aerobic exercise that supports their coordination and physical health.
- The management team is very supportive in its approach towards staff. Staff benefit from regular meetings and opportunities to work towards higher qualifications. Staff turnover is very low; hence children and their families benefit by being able to develop consistent relationships over time.

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:

- enhance the curriculum for literacy to ensure that children have frequent opportunities to read as an integral part of their play and learning.

Setting details

Unique reference number	EY290731
Local authority	Greenwich
Inspection number	10359850
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	25
Number of children on roll	18
Name of registered person	St Peters Pre-School Woolwich Committee
Registered person unique reference number	RP523922
Telephone number	02036206661, 07522237176
Date of previous inspection	6 December 2018

Information about this early years setting

St Peters Preschool registered in 2004. It operates in Woolwich, in the London Borough of Greenwich. The pre-school operates from Monday to Friday. Sessions are from 9.15am to 3.15pm. The pre-school offers the government funded places for childcare. It employs six members of childcare staff, who all hold appropriate early years qualifications at level 2 or above.

Information about this inspection

Inspector

Elizabeth Shack

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- 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.

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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