

Inspection of St Aidans Pre-School

139 Southcoates Avenue, Hull HU9 3HF

Inspection date: 27 January 2025

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

What is it like to attend this early years setting?

The provision is good

Staff create a warm, welcoming environment where children rush in excitedly to greet the staff. They settle quickly to find something that interests them. They are motivated and engaged in their learning throughout the session. Children are proud of the praise they receive for their efforts and achievements. They enjoy their learning. Children respond quickly when staff raise their hands to gain their attention. They are used to listening to adults and heeding what they say. They also learn to raise their hands to join in with group discussions. For example, they take turns to recount the rules for safe play, such as 'kind mouths', 'helping hands' and 'listening ears' to the rest of the group. Children follow the rules throughout the session. This promotes a harmonious learning environment. This aspect of the curriculum is particularly successful.

Children benefit considerably from the trusting relationships that staff forge with parents and the effective links with external support agencies. Staff sensitively address children's additional learning and welfare needs. Several parents say they welcome the support they receive for their individual circumstances. Staff know the children very well. They know which children need extra support for their confidence and who needs more help with physical skills. This approach enables children to access the curriculum regardless of their ability or personal traits.

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

- Strong leaders sensitively support a consistent staff who are motivated in their work. Staff support each other well to be as effective as they can be. Leaders have managed a period of useful reflection. They also welcome support from local authority advisors. This has resulted in meaningful improvements to the curriculum since the last inspection. Importantly, leaders recognise where further changes to the provision could be needed as the provision evolves.
- Staff carefully plan an interesting curriculum that sparks children's interest. They are clear about the support that some children might need to access this. This means that all children engage enthusiastically in the learning opportunities. For example, children who need support at group time are sensitively encouraged to choose a 'song spoon'. They beam with pride at the thanks they receive for choosing 'Twinkle, Twinkle, Little Star'.
- Staff use books, stories and songs effectively to promote children's language and understanding. Key staff are skilled storytellers. Children join in enthusiastically with well-known songs and familiar phrases in books and stories. Staff help children to think about how the characters in stories and songs might be feeling. Children often use the new vocabulary they are learning, and the storylines, in their play. For example, they talk about the 'squid', 'turtles' and 'dolphins' in the ocean and that they have caught 'Tiddler' in their fishing net.

- Staff help children to understand mathematical concepts. This means that children count very well. They excitedly count how many star jumps they can do. They predict how many spacemen will be left as they join in with a favourite number rhyme. They learn to check that there are no more than four children at the play-dough table. Staff support more able children to recognise numerals to 20 as part of a fishing game.
- Staff help children to talk about what they have discovered. They use open-ended questions to encourage children to talk about the colours they have mixed or how the ice feels. Overall, this works very well. However, at times, staff use a lot of questions in succession. Some children find this a little overwhelming, and the natural flow of conversation is lost. This does not fully promote children's conversational skills.
- Children follow meaningful routines that promote their good health and hygiene. They learn to attend to their own personal hygiene needs. They capably wash and dry their hands before lunch. They also pour their own water and are reminded to have a drink before active play. However, staff do not always help children to learn why they need to wash their hands or keep their brains and bodies hydrated. This does not fully promote children's understanding of a healthy lifestyle.

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:

- further improve children's conversational skills
- support children to gain an even deeper understanding of their own health and welfare.

Setting details

Unique reference number	509995
Local authority	Kingston Upon Hull City Council
Inspection number	10376480
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	35
Name of registered person	St Aidan's Pre-School Committee
Registered person unique reference number	RP905077
Telephone number	07596095061
Date of previous inspection	22 April 2024

Information about this early years setting

St Aidan's 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 8.30am until 3pm. The nursery provides government funded childcare.

Information about this inspection

Inspector

Pat Edmond

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to children, parents and staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.
- The inspector observed children taking part in a range of activities both indoors and out and discussed their learning with staff.
- The inspector looked at a sample of documents and records. This included evidence of the suitability of staff working in the provision.

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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