

# St Peter And St Mary's Pre-school

St Mary's Community Centre, Silverdale Avenue, Stowmarket, SUFFOLK, IP14 1LS

<b>Inspection date</b>	06/03/2014
Previous inspection date	20/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff sensitively settle children into the pre-school and build positive relationships with them. Consequently, children are happy, confident and secure. Their transitions on to school are also well supported.
- The leadership has a strong commitment to continually develop and improve the pre-school, to promote high quality care and learning experiences for all the children.
- Staff effectively use training to support and enhance the quality of teaching and children's learning.
- Staff work with parents, and other professionals, as required, to support children's individual care, development and learning needs.
- Management and staff are clear about their roles and responsibilities to protect children and the action to take if they are concerned about a child's welfare. As a result, children are safe and well cared for in the pre-school.

### It is not yet outstanding because

- There is scope to increase the level of challenge and interest of activities and experiences for older and more able children.
- There is potential to consider ways of encouraging and enabling more parent contributions about what they know about their child at home.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the main play room and outdoor area and, when appropriate, interacted with the children.
- The inspector spoke with the pre-school manager, and the staff, at appropriate times throughout the inspection and discussed activities with them.
- The inspector undertook a joint observation with the manager and had a discussion with the manager and deputy manager.
- The inspector looked at children's learning journal development records, planning documentation, the setting's self-evaluation and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualifications of the staff.
- The inspector also took account of the views of parents spoken to on the day.

## Inspector

Hazel Meadows

## Full report

### Information about the setting

St Peter and St Mary's Pre-School was re-registered in 2000 and is on the Early Years Register. The pre-school operates from St Mary's Community Centre in Stowmarket, Suffolk and is managed by a voluntary church committee. There is an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children. The pre-school employs 10 members of childcare staff. Seven members of staff are trained to level 3 and one is trained to level 2. Two members of staff hold a level 5 foundation degree. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 11.45am every day. On Tuesdays, Wednesdays and Thursdays the pre-school also opens from 12 midday until 2.45pm. Children attend for a variety of sessions. There are currently 40 children attending, who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- review activities and resources available to make sure they offer sufficient challenge and interest, particularly for older and more able children, to encourage them to fully develop the characteristics of effective learning
- consider further ways of encouraging and enabling more parents to contribute observations and what they know about their child at home, to offer a fully cohesive approach to children's learning and development.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

When a child starts at the pre-school staff have discussions with parents and use 'All about Me' documents, to help them get to know a child and to establish their initial capabilities. Staff use this information, and their initial observations, over five weeks, to ascertain each child's starting points and plan for the next steps in their learning. Each child is allocated a key person, to support their individual learning and development. Learning journal development folders are used to record and monitor children's ongoing progress. Written observations, often supported with photographs or examples of the children's work, are used by staff to identify any next steps in a child's development and to inform future planning and teaching. The learning journals are available for parents to view at any time, however, most parents view them when they are offered, once per term. Parents are invited to an annual parent evening. This offers them the opportunity to look at their child's learning journal to discuss their child's progress with their key person,

in more depth. There is scope to explore ways of encouraging and enabling more parents to contribute what they know about their child's learning and development from home. Staff also maintain photo diaries which offer a daily record of children's activities at the pre-school.

Staff ensure all the areas of learning are covered and children's development is particularly well supported in the prime areas. This ensures that, almost without exception, they are developing the skills to support their future learning and, eventually, school. Progress summaries are completed for each child, to monitor their progress through the areas of learning. Staff complete the progress check at age two, which are shared and discussed with parents, to ensure children are progressing within the expected range for their age. Staff work closely with parents of children with special educational needs and/or disabilities, to support their learning and development. They welcome input from other professionals, to help reduce gaps in children's learning and development. Older children primarily attend in afternoon sessions and some activities and resources are changed to reflect this. However, they do not always offer sufficient challenge or interest to inspire and engage older or more able children. Staff are utilising training to directly improve the quality of their teaching and provision for young children. For example, one member of staff recently attended a training course on physical play experiences. Elements of the training are beginning to be applied and reflected both indoors and outside. Staff recognise that some children prefer to play outside and have plans to continue to develop the range of activities and resources offered outside.

Children explore different ways of mark making and developing their writing skills. They freely access the whiteboard and paint water on a fence using different sized brushes. Older children enthusiastically find and write their name as they arrive for lunch and some are beginning to form recognisable letters. Children are given liberty to freely explore different media. For example, they delight in painting their hands and arms and mixing colours. Children competently operate a CD player and listen attentively to accurately match the sounds with picture cards. The pre-school is superbly situated to enable children to observe their local community. Through the pre-school fence they can see the local shops and staff use opportunities to extend conversation and learning about the activities observed, for example, the postman emptying the letterbox. Occasional 'listening' walks help them explore their local area further. Children learn about the natural environment as they weed the plant containers and help plant seeds. They begin to understand how food grows as they see fruit develop on the apple tree. They eventually pick and sample them, when they help to make an apple crumble. Staff use spontaneous and planned activities to promote children's understanding of maths and numbers. For example, children count how many are present at registration time and, during a fun bowling game outside, they accurately count how many skittles are left standing. Staff have completed training called 'Every Child a Talker'. Some practical principles from the training are applied and reflected in the quality of their teaching, and their approach, when talking with the children. Staff play at the children's level and are attentive to children's conversations and ideas. Children's interests are noted, for example, dinosaurs, are used well in the pre-school, to extend children's speech and learning. Staff use opportunities to extend children's vocabulary and understanding of words by using them in context, for example, using the word extinct, with an explanation, when children are playing with the toy dinosaurs. Children are given time to think and respond to any

questions or comments from staff and they freely share their own thoughts, ideas and questions. Children's manipulative skills are encouraged as they cut with scissors and use tools with the dough. Outside, they develop their skills and coordination as they climb, use bats and balls and competently manoeuvre the ride on toys.

### **The contribution of the early years provision to the well-being of children**

Staff work closely with parents to support children as they start attending the pre-school. Children are introduced sensitively and gradually and most eventually settle well. Staff use information from parents, and their own observations, to help them understand and meet each child's particular needs. Each child is allocated a key person to support them, who liaises closely with parents. Positive relationships and secure attachments are established between children and their key persons, which supports their emotional well-being. Staff are caring and attentive and they get to know children very well as individuals. Children are happy and settled in the group and comfortable with all the staff. Children's individuality is valued and respected and this is reflected positively in the books, resources and activities available.

Staff work hard to transform an empty church hall into a welcoming and stimulating play and learning environment for children. The playroom layout used flexibly to offer different areas, such as, a cosy book area, physical play area, play dough table and craft area. Good quality resources are readily accessible to the children, encouraging their exploration and independence. Resources and activities are mostly well suited to the ages and stages of children present although they sometimes lack sufficient challenge and interest for older or more able children. Good adult to child ratios are maintained and staff are well deployed, indoors and outside, to support and care for the children and meet their needs. Staff are positive role models of behaviour, treating children with kindness and respect. They make suggestions to children, to channel overly-excitable imaginative play and exuberance into purposeful activities. Staff have already identified this as an area for development and are booked onto a training course to broaden their understanding and further support them with positive strategies in this area.

Children have daily opportunities for fresh air, daylight and exercise outside, promoting their health and physical development. They can freely access the outdoor area and a canopied area and artificial turf enables them to play outside in all weathers. Children are encouraged to put on their own coats, with adult support available, if required. Reminders and consistent routines promote children's understanding of good hygiene habits. Children manage their own personal needs well, according to their age and stage of development, with older children independently using the toilets and washing their hands. Nappy changing is done discreetly by the child's key person. A healthy and appealing variety of snacks, such as, cereal, melon, and raisins is provided by the pre-school. Children are encouraged to try a variety of tastes and textures, while staff remain acutely mindful of any dietary needs. Snack time is gently announced by a child ringing a bell. It is well-organised and children are familiar with the routine. Children are developing very good independence skills. They find their name card and put it on the snack table, if there is a space. With little or no prompting they then go to wash their hands before helping themselves to snack, competently pouring their own milk. Snack and meal times are a

sociable and relaxed experience, as a member of staff supports the children, encouraging their conversation and supporting good manners. Children are well supported with their transition on to school. There are regular visits from the reception teacher, photographs of the school are shared with the children and visits are made to the schools. School uniforms and book bags are made available in the dressing-up box. This helps to ensure children are emotionally well prepared for the next stage in their learning.

### **The effectiveness of the leadership and management of the early years provision**

The leaders and managers in the nursery have a good understanding of the requirements to safeguard children. They follow secure policies and procedures, and take appropriate action, if concerns are received about a child's welfare. All staff have attended safeguarding children training and are clear of their roles and responsibilities to protect children. Policies and procedures are regularly reviewed and any areas for improvement are promptly addressed. Robust recruitment procedures work effectively in practice to ensure suitability of staff and there is a thorough induction and probationary period. The ongoing suitability of all staff is monitored by annual staff declarations, regular supervision meetings and training as required. The premises are kept secure and thorough risk assessments are undertaken, ensuring children can play safely and freely.

Continuous improvement is well-promoted through self-evaluation and ongoing reflection of practice. Staff review the sessions and discuss improvements on a daily basis. Team meetings are held twice each term, to address particular issues. Parents views are welcomed and actively sought, both verbally and via a suggestion box, to inform areas for development. Children's views are also valued and their preferences noted, to help inform planning and activities. Staff also attend local early years network meetings, to share and emulate good practice. Ongoing staff development is strongly encouraged and supported. Staff keenly identify and attend well-targeted training to enhance their practice with the children, for example, outdoor play. Skills and ideas gained on training are applied and tried in the pre-school to improve the quality of teaching and children's learning. Regular supervision meetings, and annual appraisals, also promote staff's individual development. The manager evaluates and monitors the quality of teaching and learning through observations, by reviewing the planning and through discussions with staff. All documentation is very well organised and maintained and is made readily available for inspection.

Staff establish positive and trusting partnerships with parents. Parents are initially given a comprehensive prospectus and a pocket guide to the Early Years Foundation Stage. Thereafter, they are kept fully updated verbally, by newsletters and by informative, well-presented notice boards in the lobby areas. Staff communicate regularly with parents about their child's well-being and learning and development and also offer parent evenings once a year. Children in need of additional support are monitored and additional guidance and support from other professionals is welcomed, through consultation with parents. Parents spoken to on the day of the inspection are very happy with the quality of care provided and how their children were helped to settle. The majority confirm that their children have made good progress in their learning and development, since attending the

pre-school. Close and purposeful links have been established with local schools. Regular visits from the reception teacher promote children's learning and support their move on to school. The nursery communicates closely with parents, and other early years professionals, as required, to support children with any special educational needs. This helps to focus cohesive support to children, as required, to promote their individual welfare and development.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	251655
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	953058
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	40
<b>Name of provider</b>	St Peter And St Mary's Preschool Committee
<b>Date of previous inspection</b>	20/05/2010
<b>Telephone number</b>	07790 544043

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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