

St Thomas Pre-School

St. Thomas Church Hall, Wickham Close, Keresley, Coventry, CV6 2PD



Inspection date	30 March 2015
Previous inspection date	20 May 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are confident learners. Staff create a stimulating play environment and children are enthusiastic about joining in with activities that are led well by staff.
- Children's emerging independence is supported effectively by staff.
- Children's social and emotional development are given a high priority. Consequently, relationships between each child, their key person and other members of the staff team are very good.
- Staff liaise effectively with parents to ensure that they work well together to meet children's care needs and promote their learning.
- Staff assess and minimise risks successfully. They are aware of the local safeguarding procedures and their responsibility to protect children from abuse and neglect.
- Children's speaking and thinking skills are promoted well by staff. They give children time to think about how they want to respond when probing questions are asked.
- Staff promote mathematical learning well through interactions with children. They encourage children to count and to compare sizes and quantities. Children use their fingers to represent quantities. Staff sing songs, such as 'Five little ducks', so that children gain an early awareness of calculation.

It is not yet outstanding because:

- Staff do not maximise the use of labels in the playroom. Consequently, children's understanding that print carries meaning, or that a number label identifies the quantity in a set, is not extended.
- Children's emerging interest in colours, and how they can be changed, is not supported with maximum effect by staff.

What the setting needs to do to improve further

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

- extend children's awareness of the written word and how signage can identify the number in a group, for example, by increasing the use of labels in the play environment
- encourage children to explore colour and find out for themselves what happens when they mix different colours.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector held meetings with the provider, quality manager and the pre-school manager. She spoke to staff and children at appropriate times during the inspection.
- The inspector conducted observations of the activities and evaluated the teaching methods with the manager.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector checked evidence of staff members' suitability, qualifications and training.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff support children effectively, so that they make good progress and develop skills in readiness for school. Children use their good language skills when they join together for pretend play. Staff have created a den and children are keen to sit inside and look at books. Children's manipulative skills are good and pencil control is developing well. They enjoy the sensory experience of drawing with their fingers in paint that has been poured onto tables covered in plastic. Staff demonstrate how to mix colours to create green. However, children are not always encouraged to find out for themselves what colours can be created by mixing the paints together. Younger children learn to match and group objects by colour. Children select toys easily for themselves, and toy boxes show pictures of what is inside. However, children's learning, with regard to print carrying meaning, is not maximised because the boxes are not labelled with words. Children's mathematical development is promoted well. They understand that only four at a time can play in the water tray. However, staff have not considered displaying a number label to enhance their learning in this aspect.

The contribution of the early years provision to the well-being of children is good

Staff relationships with children and their parents are good, and children are happy and sociable. Their emotional security is initially addressed with a good settling-in procedure that is agreed with parents. Children's good health is promoted well. The outdoor play area is used throughout the year, and children are physically active each day. Staff work effectively with parents to promote healthy eating. Children independently manage their self-care needs and staff teach them how to protect their own health. For example, they learn how germs can be passed on to others. Children behave well. Staff boost their self-confidence because they continually acknowledge children's efforts and achievements. Children's independence is promoted effectively; for example, staff encourage them to put their own coats on before they play outside.

The effectiveness of the leadership and management of the early years provision is good

Staff are fully aware of their responsibilities with regard to supervising children. Recruitment and selection procedures are clear and vetting procedures are thorough. Children's welfare is addressed because staff keep their first-aid and safeguarding knowledge up to date. The manager monitors the educational programmes well. She observes staff members' practice and discusses their strengths and areas for development with them during supervision sessions. A recent outcome of this has been that staff have accessed training on promoting mathematical development. As a result, they are extending opportunities for this area of learning in the outdoor environment. Staff qualified at level 3 have different past experience, which includes working in a school wrap-around provision. Peer-on-peer observations are planned, so that staff can share their knowledge and experience to ensure best practice and a consistent approach to children's learning. Parents share very positive views on the provision.

Setting details

Unique reference number	507656
Local authority	Coventry
Inspection number	987239
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	38
Number of children on roll	52
Name of provider	Tommies Childcare Ltd
Date of previous inspection	20 May 2010
Telephone number	02476 338237

St Thomas Pre-School was registered in 1999. It employs six members of childcare staff, all of whom hold early years qualifications at level 3. The pre-school opens from Monday to Friday, all year round, term time only. Sessions are from 9.00am to 3.00pm. It provides funded early education for two-, three- and four-year-old children.

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