

# St Peter And St Mary's Pre-school



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

<b>Inspection date</b>	21 June 2017
Previous inspection date	6 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The pre-school's manager and staff demonstrate a strong commitment towards continuous improvement. Staff are enthusiastic and motivated to provide high-quality care and learning experiences for children.
- Partnerships with parents are friendly and trusting. Staff are committed to working together with parents and encourage them to remain actively involved in their children's learning in the pre-school and at home.
- Staff plan an interesting range of activities that is, overall, rooted in children's interests and builds on what they already know.
- Staff provide a welcoming learning environment in which children are secure and confident to express themselves. Children are happy and settled. Those who do not separate readily from their main carer are supported sensitively by their key person.

### It is not yet outstanding because:

- Sometimes, staff do not notice when children are not actively engaged in activities. They do not always fully capture children's attention to support them in playing, exploring and active learning.
- Staff do not always encourage children to think for themselves. They tend to make suggestions rather than ask children for their ideas.
- Staff do not always organise whole-group physical activities well enough. Children become restless and disruptive while they wait for others to have a turn.

## What the setting needs to do to improve further

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

- strengthen teaching skills to help ensure that staff consistently encourage all children to participate and maintain their interest when taking part in activities
- focus more closely on consistently supporting children's developing thinking skills
- review the organisation of whole-group physical activities to ensure that children continue to enjoy a high standard of teaching and learning at all times.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the provider and the manager.
- The inspector looked at relevant documentation, including evidence of the suitability of staff working in the pre-school, activity planning, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are aware of the indicators of abuse and know how to manage concerns. This helps to ensure that children's emotional and physical well-being are protected. Staff evaluate their practice and identify areas for improvement. For example, they have reflected on how resources are used by children. As a result of this, they have reorganised the layout of the room to encourage children to access mathematical resources more readily. A newly devised programme of supervision has been established to manage staff's performance and work towards a continuous improvement to the quality of care, teaching and learning. The learning and development requirements are monitored well to ensure that all children make good progress from their starting points. Parents report that they are very happy with the service provided and would recommend the pre-school to others. They appreciate the, 'Friendly and approachable' staff and the support they receive with child-rearing practices.

### Quality of teaching, learning and assessment is good

Staff know the children well and understand what they need to do to support their learning. Observations of children are evaluated to identify their next steps. The quality of teaching is consistently good. Overall, staff support children in purposeful play and understand the short concentration span of younger children, readily adapting activities in response to their changing interests. Staff provide a good range of activities indoors and outside that promotes all areas of learning. Good attention to planning for outdoors helps ensure that those children who learn best from being outside can do so. Older children enjoy the weekly afternoon physical education lessons where they learn self-care skills, such as dressing and undressing, in readiness for school.

### Personal development, behaviour and welfare are good

The key-person system is implemented well. In the absence of a child's key person, a back-up person is identified, helping to ensure that children's individual care and learning needs continue to be met. Staff are exceptionally caring towards the children. They know about children's home lives and talk to them about their families, significantly enhancing their sense of belonging. Children behave well. They respond positively to the high expectations from staff who talk to children in a calm and gentle manner. Children develop good friendships with others, enjoy each other's company and have regard for each other's feelings. Staff support children to develop a positive sense of themselves and help them to learn about the wider world beyond their own experiences.

### Outcomes for children are good

Children make good progress in their learning and develop the key skills needed for school. They are confident and motivated learners who readily lead their own play. They enjoy books, readily sitting in small groups to listen to stories and talk about the illustrations. Children are provided with opportunities to write for different purposes, such as writing prescriptions in the role-play hospital. Children readily count and talk about shapes in routine and play situations.

## Setting details

<b>Unique reference number</b>	251655
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1087710
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	St Peter And St Mary's Preschool Committee
<b>Registered person unique reference number</b>	RP523898
<b>Date of previous inspection</b>	6 March 2014
<b>Telephone number</b>	07803290272

St Peter And St Mary's Pre-school registered in 2000. The pre-school employs six members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above. One member of staff has early years teacher status. The pre-school opens from Monday to Friday during term time. Sessions are from 9am to 11.45am. On Tuesdays, Wednesdays and Thursdays, the pre-school also operates afternoon sessions from midday to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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