

# St Johns Under 5's Pre School



St. Johns Parish Church, Walshaw Street, Bradford, West Yorkshire BD7 4AB

<b>Inspection date</b>	27 March 2019
Previous inspection date	1 October 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of 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 manager and staff have made vast improvements since the previous inspection. They have worked relentlessly to address gaps in practice. The provider seeks the views of others, to help further improve the overall quality of care.
- Children are provided with excellent opportunities to develop their literacy skills. Staff are highly engaging and encourage children to recognise various letters and print in their environment. Children excitedly give meaning to the marks they make when using chalks on the ground outside or as they paint pictures.
- Staff positively join in with children's learning, carefully following their lead. Staff ask well-timed questions and encourage children to think about what else they may need to do to extend their learning even further. This helps to promote children's thinking skills.
- Children are provided with healthy options during mealtimes. They follow excellent hygiene practices and are reminded about how to prevent germs from spreading. Children are encouraged to complete small tasks, including helping to serve snacks to their peers. This helps to promote children's independence.
- Children behave very well. They form excellent friendships with other children and hold hands. Children learn to share and take turns and develop a good understanding of how their feelings and behaviour impact on others.
- The manager has not considered all ways to provide parents with further ways to help to extend their children's learning at home.
- The manager has not embedded highly effective performance management practices to help meticulously identify training needs and develop the quality of teaching even further.

## What the setting needs to do to improve further

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

- strengthen parental involvement opportunities within the setting and share even further ways for parents to continue their children's learning at home
- refine performance management systems, to help precisely target training needs and strengthen the overall quality of practice even further.

### 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 and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Emma Allison

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and her staff team have completed training since the previous inspection and demonstrate a good understanding of local safeguarding procedures. They are aware of the procedure to follow should they be concerned about another member of staff's practice and how to respond to possible indicators of abuse. The manager is a very good role model. She continually leads by example and has high expectations of staff and children alike. She has very good systems in place that help her to routinely monitor progress made by individual and groups of children. Children with special educational needs and/or disabilities make better than expected progress. The manager and her staff work closely with other professionals to help deliver individualised action plans, to help support children's learning and development needs. Parents are complimentary about the service that the manager and her staff team provides. They comment on how much their children enjoy attending the setting.

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

The well-qualified staff team skilfully thread mathematical language throughout all aspects of play and learning. Children very quickly learn to make estimates between different objects and weights. They use a wide variety of containers during water play. They use language such as 'heavy', 'more' and 'less'. Children excitedly join in with counting songs and rhymes and learn to recognise different shapes in their environment. Staff very sensitively follow children's interests and use their observational skills to identify what children need to learn next. They form accurate assessments of children's learning and plan activities based on children's individual interests. Children show high levels of engagement in their play and are motivated to learn.

### Personal development, behaviour and welfare are good

Children have excellent opportunities to participate in physical activities. They create their own pretend parachutes and jump from low-level furniture. Children laugh as they chase bubbles in the outdoor area. They pretend to form an orderly traffic queue as they ride around the large space on bikes and scooters. Children demonstrate high levels of fascination as they discover insects, including a ladybird in a cardboard box outside. They learn about where insects come from and what they like to eat. This helps to develop children's understanding of the natural world.

### Outcomes for children are good

Children make good progress from what they know and can already do when they first start at the setting. They demonstrate excellent imaginative skills. Children confidently talk as they play and immerse themselves in their own role-play games. They are equipped with the key skills needed for their eventual move to school.

## Setting details

<b>Unique reference number</b>	301988
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10081423
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	St Johns Under 5's Pre School Committee
<b>Registered person unique reference number</b>	RP523630
<b>Date of previous inspection</b>	1 October 2018
<b>Telephone number</b>	01274 502097

St Johns Under 5's Pre School opened in 1987. The pre-school employs seven members of staff, six of whom hold appropriate qualifications; one is at level 2, four are at level 3 and one is at level 4. The pre-school is open Monday to Friday, from 8am to 5pm, all year round. The pre-school provides funded early education for two-, three- and four-year-old children.

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