

St. Peter's Pre-School, Stafford



Rising Brook High School, Rising Brook, STAFFORD, ST17 9DH

Inspection date 13 October 2016
Previous inspection date 9 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Partnerships with parents, schools and other professionals are good. The management team regularly seeks the views of parents, children, staff and the local authority advisors. This helps to identify accurate targets to consistently maintain the good quality of the setting.
- There is an effective, structured approach to assessing children's development. This is applied to the whole group and individual children. This ensures that children who need help to catch up with their peers are quickly identified and supported so that all children make good progress.
- Staff provide children with a wide range of exciting exploratory experiences that encourages a multi-sensory approach to learning. Children explore and build their own stories around a range of natural resources in a tray, such as sand, leaves, broccoli and breadsticks.
- Each key person demonstrates availability, sensitivity and warmth towards children. This helps children to feel relaxed and safe and to engage in new experiences.

It is not yet outstanding because:

- Some key persons do not provide enough opportunities for children who speak English as an additional language to use their home language during their play.
- On occasions, there are not enough opportunities for children to hear and say the sounds in words during planned and spontaneous activities.

What the setting needs to do to improve further

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

- explore even more ways to encourage children who speak English as an additional language to express themselves in their home language during their play
- enhance staff's teaching skills and provide children with more opportunities to hear and say the sounds in words.

Inspection activities

- The inspector assessed the quality of teaching during activities in each of the three playrooms and the two outdoor play areas.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector completed a joint observation of a children's activity with the manager.
- The inspector held discussions with the manager, one of the directors of the company and some members of staff.
- The inspector checked evidence of the suitability and qualifications of the staff, the self-evaluation process and the improvement plan.
- The inspector took account of the views of parents and children spoken to on the day and from information included in the setting's own parent survey.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Most of the staff have undertaken safeguarding training. They are fully aware of the signs of abuse and neglect and their responsibilities to protect children from harm. Staff are skilled at identifying and successfully minimising any potential risks to children within the setting. Their training needs are identified and their practice is monitored so that children make good progress. Some staff have recently completed training on how to meet the needs of two-year-old children. This has given them the additional knowledge of how to best meet the unique needs of toddlers and effectively assess their progress. Parents are well informed about their child's experience at the setting. Staff regularly share information with parents about how well children are learning. This helps parents to support children's learning at home and contribute to their good progress.

Quality of teaching, learning and assessment is good

Staff make sure that the planning meets each child's needs and covers all the areas of learning so that they make good progress overall. Staff provide children with plenty of stimulus for their imagination. For example, children participate in the shop role play using real carrots, onions and potatoes. This encourages them to play in a group and use language to recreate roles and experiences in their play. Children use brown paint and small brown pieces of paper to make their own picture of a bear. During such activities, staff use commentary to extend children's understanding and introduce new words to extend their vocabulary. Staff in the baby room are very confident in their use of signing with children, which promotes the use of actions to support the spoken word. They sing and sign nursery rhymes with the babies and use props as well. Babies are enthusiastic and excited as they join in with the singing and some babies are confident at signing.

Personal development, behaviour and welfare are good

The environment is bright, welcoming and well organised, with a wide range of stimulating accessible activities for children. Staff make sure children have a healthy, balanced diet. Children have direct access to the outdoors and participate in daily outdoor energetic play, which helps them to learn the benefits of physical exercise. The outdoor play area offers children inspiring activities that promote their physical development. Children build and construct with the wooden planks, tyres crates and logs. This allows them to manipulate their outdoor environment, creating opportunities for imaginative play and problem solving.

Outcomes for children are good

All children make good progress. They are motivated learners who explore their own ideas and select and use toys and resources independently. Children are confident and happy and talk freely and enthusiastically to their friends and staff. They successfully develop the vital skills they need for their next steps in learning, such as school.

Setting details

Unique reference number	EY276506
Local authority	Staffordshire
Inspection number	1064520
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	51
Number of children on roll	50
Name of registered person	St. Peters Pre-School (Stafford) Ltd
Registered person unique reference number	RP522264
Date of previous inspection	9 April 2013
Telephone number	01785 240641

St. Peter's Pre-School, Stafford was registered in 2004 and is managed by a non-profit incorporated limited company. It provides two services, a pre-school and an out-of-school club. The setting employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children. The setting supports a number of children who speak English as an additional language.

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