

St Peter's Under 5s

c/o St Peter's Primary School, Horton Road, Gloucester, GL1 3PY



Inspection date

27 June 2016

Previous inspection date

7 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Staff understand how children learn through play. They plan a good range of activities to help children to develop positive attitudes towards learning. They prepare them well for the move to school.
- Staff use varied teaching methods to help support children's communication and language. Children, including those who speak English as an additional language, make at least good progress in developing their speaking and listening skills.
- Staff acknowledge children's efforts and achievements, for example, with lots of praise and encouragement. Children are aware of boundaries, behave well and respond positively to the staff, who are caring and attentive towards their individual needs.
- Partnerships with other professionals are very strong. Staff communicate effectively with external agencies and local schools. They work extremely well together to help ensure that children receive the support they need and that they meet their individual needs.

It is not yet outstanding because:

- The management team does not always make the best use of evaluation processes. For example, they do not sharply reflect on staff interaction with children, to help raise the quality of teaching and outcomes for children to the highest level.
- Staff do not always fully encourage children to use their early reading and writing skills in their play and during daily routines.

What the setting needs to do to improve further

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

- build on evaluation processes and reflect sharply on the quality of teaching to more precisely consider ways to raise the outcomes for children to the highest level
- take all opportunities to help develop children's early reading and writing skills during play and practical experiences.

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 completed a joint observation with the pre-school manager.
- The inspector looked at a range of relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector spoke with children.

Inspector

Lesley Voaden

Inspection findings

Effectiveness of the leadership and management is good

Effective improvements have been made since the last inspection. For example, procedures to help ensure the suitability of the committee have been reviewed, and Ofsted has been updated about the current arrangements. Safeguarding is effective. Managers and staff understand the correct procedure to follow should they have concerns about a child's welfare. Sound recruitment procedures are in place. Managers support staff effectively with their professional development. For example, following training on outdoor play, staff have been able to improve opportunities for children to interact with the environment and explore their imagination. Staff develop effective partnerships with parents to help support continuity of care and learning between the home and setting. Parents contribute to the evaluation process, attend parent's evenings and receive regular information about their children's development.

Quality of teaching, learning and assessment is good

Staff understand how children learn and provide a wide range of planned and free play opportunities to help enhance children's development. Observation and assessment systems are effective and help staff to identify any gaps in children's learning. Staff are fully committed to planning for children, to help them to make good progress in their development. Children self-register in the mornings and they can confidently recognise their own name. Staff successfully weave mathematics throughout the range of activities and routines. For example, children count how many cups they need at snack time and can work out if they need more or less water so that bottles contain the same amount.

Personal development, behaviour and welfare are good

Children are well cared for in this fully inclusive environment. Staff encourage them to express their emotions and they learn about each other's similarities and differences in a positive way. This helps children to feel fully valued. Staff provide good levels of support and group children effectively with key persons in small groups. This helps to enable both the staff and children to build positive relationships and get to know each other well. Staff foster children's independence and ability to take care of their own needs well, relative to their ages and capabilities. Children have regular access to the outdoor play area. They develop great physical skills and relish being active in the fresh air.

Outcomes for children are good

All groups of children make good progress from their starting points. Children are independent and they can manage their own care needs effectively. Children develop mathematical skills particularly well. They can sort objects into groups, count beyond 10 and recognise numbers. Children are motivated to learn and this helps to ensure that they are well prepared in readiness for school.

Setting details

Unique reference number	EY342158
Local authority	Gloucestershire
Inspection number	1021851
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	74
Name of registered person	St Peter's Under 5s Committee
Registered person unique reference number	RP519888
Date of previous inspection	7 July 2015
Telephone number	01452 385051

St Peter's Under 5s registered in 1985 and is located within the grounds of St Peter's Catholic Primary School, Gloucester. The pre-school operates from Monday to Friday between the hours of 8.45am and 3.30pm 39 weeks per year. The pre-school receives funding for early education for children aged two, three and four years, and additional pupil premium funding. The pre-school employs nine staff, of whom eight hold appropriate qualifications.

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