

# St Paul's Pre-School

Doddington Drive, Cramlington, Northumberland, NE23 6DF



## Inspection date

18 May 2015

Previous inspection date

13 September 2011

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|--|-------------------------|--------------------|----------|
|  | Previous inspection:    | Outstanding        | 1        |
| How well the early years provision meets the needs of the range of children who attend |                         | Outstanding        | 1        |
| The contribution of the early years provision to the well-being of children            |                         | Outstanding        | 1        |
| The effectiveness of the leadership and management of the early years provision        |                         | Outstanding        | 1        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |                    |          |

## Summary of key findings for parents

### This provision is outstanding

- Safeguarding children is given the highest priority and is well embedded throughout the pre-school. Staff are particularly confident about how to safeguard children and extremely well versed in the procedure to follow should they have any concerns.
- Children develop excellent self-care skills. They independently wash and dry their hands, blow their own noses and brush their teeth after eating. Children are very independent at lunchtime as they help themselves to food and clear away when finished.
- Children have a wonderful time in the visually stimulating and enabling, learning environment. Resources are carefully presented and stored to ensure children are motivated and can lead their own play.
- Children thrive as routines are exceptionally well established. They demonstrate superb listening and attention skills and know the rules of the pre-school as they practise them throughout the session. As a result, children are exceptionally well prepared for their next stage in learning.
- Staff have very high expectations of the children. As a result, they demonstrate exceptionally high levels of self-esteem and are keen learners.
- The strong leadership and management of the pre-school means the session runs very smoothly and staff are very aware of their roles and responsibilities.

## What the setting needs to do to improve further

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

- enhance further the already wonderful exposure children have to print written words, by including more labels in the outdoor area.

### Inspection activities

- The inspector observed activities during indoor play, in the garden area and during snack time and lunchtime.
- The inspector spoke to children, staff and parents at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager and took account of her evaluation.
- The inspector viewed children's records, planning documentation and a range of other documentation including a sample of policies and procedures and evidence of suitability and qualifications of staff working with children.
- The inspector held a meeting with the manager of the pre-school to discuss how the pre-school operates.

### Inspector

Katie Sparrow

## Inspection findings

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

The quality of teaching is consistently of a very high standard. The well-qualified staff team use a range of skills to question, challenge and support children's learning. Staff use their expert knowledge of children's interests and developmental needs to provide an extensive range of activities, which attract children's attention and motivate them to learn. Children thoroughly enjoy making pizzas together. With a focus on mathematics, they cut the ingredients in half and talk about what this means. Staff skilfully encourage children's thinking skills as they ask questions about what will happen to the ingredients once they are in the oven. Children's learning continues outdoors as they have a wealth of opportunity to play and learn across all areas. They enjoy the tricycles and balance bicycles, sand pit, role play and digging areas. There are opportunities to further enhance the outdoor area with a greater variety of print and labels. Staff work in complete collaboration with the Reception staff. Planning, teaching and a whole host of other topics are all discussed at length on a weekly basis. This highly established partnership means children experience an entirely seamless move to school.

### **The contribution of the early years provision to the well-being of children is outstanding**

Children benefit greatly from being able to access the outdoor environment at all times. They enjoy the fresh air as they use a wide range of large equipment and practise their physical skills. Children manage their own safety exceptionally well as they demonstrate expert risk assessment skills. For example, they check the hanging bars are not too wet as they might slip off. Children's behaviour is impeccable. This is a result of, staff's consistent approach and the setting of firm boundaries. Staff support children to learn how to have self-control and take responsibility for their own actions. Staff are wonderful role models for the children. They join in with their play and children form strong attachments with them. As a result of the outstanding care practices, children are confident, self-motivated and supported in their physical and emotional well-being.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

The leadership within the pre-school is inspirational. The manager is highly skilled and acts as a superb role model for the staff team. She has a full and thorough understanding of the Early Years Foundation Stage. The strong drive to improve outcomes for children is firmly embedded within the pre-school. The manager monitors children's progress extremely closely meaning timely interventions and support is secured. Highly effective arrangements for supervisions and support for staff ensures a well trained, knowledgeable and skilled team who are able to support children's learning with outstanding results. Partnerships are a particular strength. Parents are entirely valued and deeply involved in their children's learning. They share what they know about their children very regularly and have superb opportunities to continue learning at home. Parents speak very highly of the pre-school and comment on the significant progress their children have made. Partnerships with other professionals are equally well established.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | 301850                   |
| <b>Local authority</b>             | Northumberland           |
| <b>Inspection number</b>           | 855005                   |
| <b>Type of provision</b>           | Sessional provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 32                       |
| <b>Number of children on roll</b>  | 42                       |
| <b>Name of provider</b>            | Donna Maria Southgate    |
| <b>Date of previous inspection</b> | 13 September 2011        |
| <b>Telephone number</b>            | 07811 973027             |

St Paul's Pre-School was registered in 1995. The pre-school employs six members of childcare staff. All staff hold appropriate childcare qualifications, including three staff who hold a qualification at level 3 and the manager holds both Qualified Teacher Status and Early Years Professional status. The pre-school opens from Monday to Friday, term time only. Sessions run each weekday from 9am to 12 noon and then 12 noon to 3pm. Children may also attend all day. The pre-school provides funded early education for three- and four-year-old children.

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