

Inspection of Stanground St. John's Pre-school

31A Chapel Street, Stanground, PETERBOROUGH, Cambs PE2 8JG

Inspection date: 1 March 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children eagerly arrive at the pre-school. They demonstrate that they feel very safe in the care of the staff. Children grow in confidence and independence, which enables them to flourish. They eagerly explore the high-quality indoor and outdoor environments with curiosity, and use materials in creative, imaginative ways. For example, children delight in making 'potions', using different scented teas, rose petals and water. Younger children become totally engrossed as they mould and manipulate dough, which effectively supports their developing small-muscle strength. Older children demonstrate great precision as they carefully place natural materials, such as rosemary and leaves, into their dough creations and use their language to express their ideas. They show great pride in their achievements and eagerly show staff.

Children enthusiastically chalk around staff and their peers, and confidently describe what features they need to add to their face and bodies. They enjoy painting activities, demonstrating growing precision as they handle the paint brushes. Older children successfully form recognisable letters and can write their names. They read individual letters by saying the sounds of them. Older children confidently count in sequence and recognise the correct number of objects. Children eagerly solve problems as they build wooden towers, balancing beams and chutes for the balls to roll down. They show great persistence and try again if their constructions are not initially successful.

What does the early years setting do well and what does it need to do better?

- Management and staff are extremely skilled at using the high-quality curriculum to enhance the experiences and opportunities available to all children. They are dedicated and ensure children receive inclusive care and achieve their full potential during their time at the pre-school. There is a very strong team ethos. Staff highly praise the manager, who has actively supported the staff's well-being during the pandemic.
- The manager is extremely proactive in ensuring the staff's continual professional development. For example, staff attendance at recent communication and language training has led to them broadening the range of vocabulary introduced to the children as they play. Staff have also enhanced the range of activities based on popular books and rhymes. This has led to the children using their knowledge and imaginations to re-enact stories.
- Parents are extremely positive in their praise of the pre-school. Staff provided a wide range of activity ideas to support children's learning at home, including video recordings of stories during the COVID-19 lockdowns. Many story sacks, containing very good quality props, and themed activity learning bags to support different aspects of a child's development are also available to take home. There

is an excellent two-way flow of information relating to the children's care and development.

- Staff know the children extremely well. Children's individual needs are prioritised and, together with their interests, are used to guide and inform their development. Staff respond to children's interactions with genuine interest. They skilfully challenge children to think and problem solve for themselves, and adapt their teaching according to the children's needs.
- Children demonstrate that they feel extremely secure, settled and very happy. They develop close, affectionate relationships with their key person and all staff members. This supports their emotional well-being exceptionally well. Staff value every child as a unique individual and activities support children to appreciate and respect the diversity of others.
- Staff effectively support children who receive early years pupil premium. Additional funding has been used to purchase a wide range of additional equipment. For example, a wooden tepee has been purchased to enable children to continue to enjoy their love of books under shelter in the outdoor environment. Children with special educational needs and/or disabilities receive high levels of support. Staff work very closely with the child's family and other professionals. Achievable targets are immediately set and swift adaptations are made to activities. This enables every child to take part and become fully engaged during their time at the pre-school.
- From a young age, children independently look at books, and thoroughly enjoy listening to stories. They snuggle into staff, listen extremely well, point to the illustrations and enthusiastically answer questions. Children frequently engage in conversations and are introduced to new vocabulary as they play and during their snack. For example, when children taste the lemon on their pancakes they are introduced to words, such as 'juicy, sour' and 'bitter'. Additionally, staff skilfully introduce language and associated actions to familiar rhymes and songs.
- The manager and staff place high priority on supporting children to manage their behaviours and feelings. They recognise the impact of the pandemic on some children's behaviours, such as their unwillingness to share the resources and wait their turn. Nevertheless, minor issues are dealt with swiftly and skilfully by the staff. Children are routinely encouraged to behave well and are reminded about expectations and boundaries at the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

The manager places high priority on ensuring safeguarding. Health and safety procedures are securely embedded across the pre-school. All staff are very confident about how to protect children's welfare. A commitment to regular training and ongoing discussions ensures that staff are able to identify concerns and follow the pre-school procedures for recording and reporting any child protection issues. Robust recruitment procedures are followed to ensure the suitability of the staff. Staff complete thorough risk assessments of the environment.

Setting details

Unique reference number	256825
Local authority	Peterborough
Inspection number	10137468
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	51
Name of registered person	St John's Playgroup Committee
Registered person unique reference number	RP517216
Telephone number	01733 311862
Date of previous inspection	12 June 2015

Information about this early years setting

Stanground St. John's Pre-school was registered in 1995. The pre-school employs nine members of staff. Of these, eight hold appropriate early years qualifications at level 2 and 3. The pre-school opens from Monday to Friday, term time only. Sessions operate from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

Information about this inspection

Inspector
Ann Austen

Inspection activities

- This was the first routine inspection the provider received since the COVID- 19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk across all areas of the pre-school environment to understand how the early years curriculum is organised.
- The inspector observed staff's interactions with the children during indoor and outdoor activities, and assessed the impact this has on the children's progress and achievements.
- The manager, staff and children engaged in discussions with the inspector at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and discussed the children's progress and achievements.
- A sample of the pre-school documents was reviewed by the inspector. This included evidence of staff suitability and training.
- The inspector took account of the views of parents by speaking to them.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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