

# Inspection of Pegs Pre-School Ltd

St. Charles Presbytery, Church Road, Gosforth, Newcastle Upon Tyne, Tyne and Wear NE3 1TX

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Inspection date: 8 June 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

The manager and staff have identified what it is that they want children to learn. However, the manager does not act quickly enough to help improve staff's practice and understand how they implement the curriculum. For example, activities that staff plan do not build on what children already know and can do. Staff do not consistently provide good levels of challenge for older children to help them remain highly engaged in their activities. This means that, sometimes, older children lose concentration and become distracted from their learning. That said, children have a suitable range of activities available to them and staff provide good levels of challenge to younger children. Young children enjoy building with blocks. They concentrate well as they rebuild a tower that falls. Children have very good relationships with the caring staff. They come in happily when they arrive in the morning. Staff are on hand to offer reassurance when children are upset. For instance, younger children enjoy a cuddle after they fall over in the outside area. Parents say their children enjoy coming to the pre-school. They feel their children settle quickly, even after long periods of closure due to COVID-19 (coronavirus) restrictions. Parents of children with special educational needs and/or disabilities (SEND) speak highly of the support they have received. Children play in a safe and secure environment.

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

- Some areas of the curriculum are not planned well enough to build upon what children already know and can do. Staff plan some activities that do not take account of this prior knowledge to challenge and extend children's learning further. For example, staff plan an insect hunt outside. They do not consider whether children know the insects they are looking for or where to find them. Some children lose interest in the activity and do not make the progress they should.
- The manager does not identify all areas where teaching needs to improve. She has not identified that some activities are not sufficiently challenging. Where she has identified weaknesses, for example during group activities, she does not ensure that staff act consistently upon advice given. This leads to some weaknesses in teaching.
- Staff use techniques such as introducing a rhyme with actions to capture children's attention. Children listen carefully and give thoughtful responses to questions. However, in some group activities, staff do not make sure children are listening. This results in some children losing concentration.
- Staff develop strong partnerships with parents. Parents no longer go into the pre-school when dropping off their children. However, parents still feel able to talk to staff and share any essential information. Parents like the electronic communication that the pre-school staff use. They feel that this gives them a

good understanding of what their children are doing and the progress they make.

- Children develop good relationships with each other. An example of this is when children build a path of bricks outside. They take turns and help each other as they move across the bricks. Older children demonstrate an incredibly caring attitude as they help younger children to balance and walk along the bricks.
- Children learn how they can keep themselves healthy. Staff teach children about the importance of hand washing.
- Staff understand how to extend children's language and communication, overall. They introduce new words and phrases. For example, they introduce words such as 'forwards' and 'backwards'. Children develop new vocabulary and begin to use it in their play.
- Children enjoy stories. Staff excite children with a range of stories. Children choose to look at books and listen to stories throughout the morning. Older children show a good understanding of what is happening in a range of stories. They explain why slugs are different to snails or why the fish do not want a shark to join in their games.
- Children with SEND and those in receipt of funding make good progress. Staff quickly identify children who need more help. They offer very good support to families and are always on hand with advice and guidance. They talk to other professionals and put strategies in place to help them further. An example of this is when staff use visual prompts to help children prepare for changes to routines. This helps children to manage their emotions as they change from one activity to another. Funding is used effectively to improve children's learning.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff team have a good knowledge of signs and symptoms that may indicate possible abuse to children. They know the procedures to follow should they have a concern about a child. The manager ensures that she updates staff on any new guidance. Recruitment procedures are robust. The manager places a high priority of children's safety. All doors into the hall used by the pre-school are locked. Children are always supervised as they use the toilets in the hallway. Staff ensure that children do not come into contact with members of the public who access the church next door.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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ensure planning takes account of what children know and can do to ensure all children take part in suitably challenging activities.	29/06/2021
improve supervision of staff to identify all weaknesses in teaching and act swiftly to ensure staff receive effective coaching and support to strengthen their practice.	29/06/2021

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

- help children to develop consistently high levels of engagement during whole group activities.
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## Setting details

<b>Unique reference number</b>	2498504
<b>Local authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	10194472
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Pegs Pre-School Ltd
<b>Registered person unique reference number</b>	2498503
<b>Telephone number</b>	07968335436
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Pegs Pre-School Ltd was registered in 2018. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The nursery opens Monday, Tuesday, Thursday and Friday, term time only. Sessions are from 9.15am until 1pm. The pre-school provides funded early education for two-year-old children.

## Information about this inspection

### Inspector

Elizabeth Fish

## Inspection activities

- This was the first routine inspection the setting received since the Covid-19 (coronavirus) pandemic. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector talked to staff and children during the inspection.
- The manager evaluated an activity with the inspector.
- Parents talked to the inspector about their views of the pre-school.
- The inspector observed children playing and learning inside and outside.
- The inspector interviewed the manager and provider.
- The manager carried out a learning walk with the inspector and explained how the curriculum is organised.

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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