

# Christ Church Clifton Pre-School

Inspection report for early years provision

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**Unique reference number** EY403302  
**Inspection date** 11/10/2010  
**Inspector** Barbara Walters

**Setting address** The Crypt, Clifton Down Road, Bristol, BS8 3BN

**Telephone number** 01179733750

**Email**

**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Christ Church Clifton Pre-School has been established for over 25 years and is now under new management. It operates from the crypt of Christ Church, in Clifton, Bristol. The setting is registered with Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 25 children may attend the setting at any one time. The setting is open in term time from Monday to Friday between 9.15am and 11.45am. There are currently 18 children on roll, 14 of whom are in receipt of funding. Children have access to three playrooms. There is no outside play area, but children use two halls for indoor physical activities. The pre-school supports children who speak English as an additional language. A total of five part-time staff work directly with the children. Their qualifications include, NNEB, qualified teacher, and a level 2 and a level 3 child care qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children are valued and staff ensure they feel welcome and secure. Staff provide a generally safe and positive environment where children are happy, well-behaved and making sound progress in their learning and development. Children's sense of security is fostered by the way staff build relationships with parents and share information. The process of monitoring and self-evaluation to promote quality outcomes for children and tackling areas for improvement is still in the process of development.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop further the use of observation and assessment to impact more effectively on planning and identify children's individual learning and development needs
- ensure children have frequent opportunity for outdoor play
- develop a written risk assessment to cover all aspects of the setting and when children are taken on outings
- use the process of self-evaluation to identify areas for improvement

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

Children feel part of the playgroup. Staff encourage the children to learn responsibility by acknowledging their feelings and gently encouraging them to say sorry when they accidentally hurt their friends. Staff act as good role models so

children learn to take turns and they are happy to consider each other. Children play well together and they are confident to express their needs. For example, children turn to staff when they need reassurance and a cuddle. Children are beginning to develop awareness of healthy eating by helping themselves to a range of different fruits at snack time. Their independence is promoted as they help themselves to drinks of milk or water.

Children independently make choices from the range of adult-determined toys and resources which are laid out ready for their use. They welcome the warm adult support when engaged in activities such as completing puzzles and joining in games with their friends. Children begin to develop their imaginations and build a stable using bricks and count the number of horses who live there. They begin to develop an understanding of where food comes from by discussing the oranges the parents bring for snack time. Children are confident to ask staff for help when completing the jigsaw and develop their skills in matching shapes and similar patterns. They show an interest in ICT by using a play register in their games and exploring the sounds the cars make in the electronic garage. Children enjoy regular physical exercise in the adjoining hall. They develop their balancing skills jumping on the number jigsaw and confidently kick the football into the net. They begin to develop an understanding of keeping themselves safe by not kicking the ball onto the window "because glass is sharp if it gets broken". However, the opportunity for children to enjoy regular outdoor play in the fresh air is not included in the planning.

Staff support learning in a variety of ways, for example, through the provision of a varied range of play opportunities which includes children's interests and helps them make suitable progress across the six areas of learning. Staff make regular observations of children's achievements and identify some next steps in their development. However, this is not sufficient to consistently secure staff understanding of children's individual progress and help them to meet their learning and development needs.

## **The quality and standards of the early years provision and outcomes for children**

Children are settled in their environment and show a sense of belonging as their emotional well being is nurtured. Effective systems are in place to ensure that children are supported when they first attend and warm reassurance from the staff help them to settle well. The different areas of the setting is suitably organised to allow children to have freedom of movement and space for a range of activities. The setting has appropriate systems to help ensure children's welfare. For example, visitors to the setting are recorded, along with their hours of attendance and minor accidents are suitably recorded and shared with parents. Procedures are in place to ensure the suitability of staff to work with children and all staff and committee members are checked. The group have completed a written risk assessment of the premises which is reviewed annually. However, these do not reflect all potential hazards that children may come into contact with. Consequently, children's safety is not fully promoted. Staff have a sufficient

knowledge of safeguarding children and their responsibilities in reporting concerns. Most staff have recently attended training which has helped to ensure that child protection remains a high priority.

The group has taken steps in forming some links with other settings who deliver the Early Years Foundation Stage and support children well in their transition to primary school. Staff share positive relationships with parents and carers who report that they always feel welcome and the children enjoy coming to the group. Staff encourage parents to share information through daily discussions and they are happy with the care the children receive. The staff team attend suitable training and bring the knowledge gained back into the setting for the benefit of the children. For example, staff recently attended a course which gave them skills to understand and help children manage their own feelings. The group have recently developed a review form to share with parents to ensure children's needs are being met and they are making progress. The group is intending to evaluate their setting by taking part in the Bristol Standards, therefore demonstrating a further commitment to continuous improvement. However, an overall self-evaluation of practice that would identify areas for further development that would impact on the children's learning and welfare is not fully in place. Staff are proactive in providing a service that is inclusive for all children. Children begin to adopt a positive attitude to people's differences through sharing songs in other languages and they enjoy visits from parents who share their festivals, for example, American Independence Day.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met