

Christ Church Early Learning

2 Quay Road, BRIDLINGTON, YO15 2AP

Inspection date	16/12/2013
Previous inspection date	03/12/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are confident and happy in the setting. They relate very well to the staff and develop social skills as they learn to engage and play cooperatively.
- The quality of teaching and learning is good, planning is effectively linked to the observations and assessments that staff make so activities are organised to respond to individual learning needs.
- Children with special educational needs and/or disabilities and children who have delayed speech and language skills are making good progress because staff provide targeted, effective learning opportunities.
- Positive relationships with parents are developed through frequent communication. Information is gathered and exchanged for the benefit of each child's continual care, learning and development.

It is not yet outstanding because

- There is scope to develop the outside environment for older children to participate even more in activities to support their literacy skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's activities in playrooms and outside learning environments. A tour of both premises was completed.
The inspector held meetings with the nominated person, manager and talked with children and staff, including key persons at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, which included evidence of the staff's suitability checks, the safeguarding documentation, children's observation, assessment and planning records. Also a representation of the setting's policies and procedures, and other documentation was seen.
- The inspector examined a sample of staff records, such as recruitment details, training and performance management information.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Carol-Anne Shaw

Full report

Information about the setting

Christ Church Early Learning was registered in 2000 on the Early Years Register. It is situated in the town of Bridlington in the East Riding of Yorkshire. It is a voluntary run setting managed by Christ Church Community Services and operates from two purpose-built ground floor buildings on the site of Christ Church Family Centre. There are enclosed outdoor play areas for the children.

The setting employs 15 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 to 6 with one holding Qualified Teacher Status. There are currently 67 children attending, all are within the early years age group. Children attend for a variety of sessions.

The setting opens Monday to Friday, term time only from 8.45am until 3.30pm. The setting provides funded early education for two- three- and four-year-old children. The setting supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the outdoor learning environment for the older children, in order to further develop their literacy skills, for example, by providing labelling to promote the recognition and understanding of words.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The management and staff team dedicate themselves to ensuring children experience a stimulating and exciting range of activities. Key persons are skilled at adapting these to suit children's individual needs, interests and stages of development. This is especially evident in the indoor play area, where children have opportunities to explore, try out new things and build on skills they already have. For example, in the art and craft area, where there are a variety of materials and working tools, including scissors, that children use creatively and safely. Adults at the setting plan activities using their thorough knowledge of the children's interests and capabilities. This enables them to become engaged in their learning. Planning is also based upon regular observations of children's play and identified next steps. These observations are regularly monitored, to ensure each child makes good progress across all the learning areas. Adults record children's achievements frequently, using photographs in their learning journals that are readily available to parents. Key persons create individual play plans for children who would benefit from additional support. Children's learning at home is supported as staff encourage children to take

library books or toys home to share with parents. Staff work with parents as they go through children's learning plans each term.

The quality of teaching and learning is good. Adults display an understanding and sensitivity in their guidance and interaction with children. They play and support children, for example in mark-making activities, giving them new ideas to work with. All children are interested and keen to learn from the varied range of play opportunities on offer. This helps children have the key skills needed for their next steps in learning. Overall, daily outdoor play opportunities provide a range of climbing and balancing equipment, to give children confidence in their physical abilities, as well as different challenges. However, there is scope to improve the written word in the outside environment to further support the older children's growing interest in literacy.

Individual children's involvement and participation in the activities available are supported well through the skilful input of staff. They observe and question what the children are doing. For example, adults use chalk boards to promote mark making, re-creating images, measuring length and number recognition. Different types of interactive games help promote children's knowledge of colours, shapes and an understanding of the need to take turns. Adult-led activities mean that children are given opportunities to practise their listening skills as they take part in story telling and singing action rhymes. Children are encouraged to talk about their own family and home, which gives them a sense of where they belong and helps them to feel secure. Children are able to make independent choices about how they spend their time in the setting. They are able to choose when they have their snack and can always get a drink of water when they want to. The setting participates in a speech and language project and also has access to a support network. This enables the adults to teach children how to communicate effectively with each other, giving them further confidence in their speech. Older children show their understanding of letters and words by attempting to write their names, or pick them out on labels, for example, to self-register. Younger children practise their emerging writing skills as they use resources, such as the sand to mark make. All children clearly enjoy and benefit from their time at the setting. Staff recognise that some children may have additional needs and effective planning is in place to support individual children with any special educational needs and/or disabilities. Different strategies are used to support children's communication and picture prompts are in place to support their understanding of the daily routine.

The contribution of the early years provision to the well-being of children

All adults display a good understanding and sensitivity towards making sure children feel secure and valued. Children are supervised very well by adults. Staff offer them support in their play, helping them to learn successfully. The key person system is used effectively to increase children's feelings of safety and build on the trust for the adults who care for them. Adults support children with additional learning needs very well. They are able to show how they act on advice from parents and other specialists. Adults are ready to adapt activities to meet children's varying needs. They work closely with parents and other carers. This results in the sharing of information and supporting children's emotional development effectively.

A number of adults working with the children have an up to date first aid certificate. If children sustain minor injuries, these are efficiently treated and the children are soon back playing. Children serve themselves at snack time and also manage their own packed lunches sitting together in a social group. Adults are on hand to assist them and discuss what the children enjoy. Children learn about healthy eating as they enjoy their balanced and nutritious snacks with water or milk to drink. Effective risk assessments carried out on a daily basis help identify any hazards, which are effectively addressed and ensure children are cared for in a safe environment. Children are learning how to get used to keeping themselves safe in an emergency. For example, they regularly practise evacuating the building. Adults teach children the importance of washing their hands before eating and after using the bathroom. This means they become increasingly independent as they get older. The pre-school children enjoy the free-flow access to the outdoor play area. Younger children are taken out for walks in the extended garden each day to ensure they have daily exercise in the fresh air. Children behave very well, developing their skills by playing together in small groups. Adults provide good support and supervision that promotes respect for each other throughout the provision. Children are also well prepared for new challenges they might experience, for example, visiting the church to practise the nativity play supports their personal social and emotional development. This helps to prepare children for their eventual move on to school.

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

The inspection was brought forward following a concern that the setting's safeguarding procedure was not working effectively. This was investigated by the setting and it was found that the safeguarding documentation was not up to date, staff training had not been updated and staff supervision was not effective, therefore not meeting the requirements. This inspection found that the setting took appropriate action and up-to-date documentation is now in place and safeguarding training has been accessed within the last month by the staff team. The formal supervision of staff is now in place. Staff are now fully aware of their responsibilities to manage any safeguarding issues and the procedures they are required to follow, ensuring that relevant information is shared immediately and children are safeguarded at all times. For example, staff know they need to immediately report any concerns that they have about the welfare of children or behaviour of staff and other adults on the premises. Safeguarding is now effective because the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are fully understood by the management team and all the staff. This means that children are well protected in the setting. There are robust recruitment and selection procedures and staff are monitored to ensure children are protected and staff's ongoing suitability is assured. The setting has a range of policies and procedures in place to help staff to keep children safe. These are reviewed regularly and are now implemented consistently across the setting. Staff have a good understanding of how to keep children safe. Access to the setting is carefully controlled and parents and staff are frequently reminded of the procedures for collecting children. Staff assess risks continuously and address issues, such as spillages, immediately. Accidents are carefully recorded and this information is shared with parents. Accident reports are monitored to

identify risks which could be avoided.

The provider and the management team have a clear understanding of their responsibility in meeting the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Secure systems are in place to monitor planning and assessment to ensure staff are fully aware of children's progress. There is an effective tracking procedure which ensures identification of gaps in development for individual children as well as particular groups, such as those whose starting points are lower than expected when they start at the setting. There are new systems in place for managing the performance of staff, which now includes regular supervision. Areas for improvement are identified and appropriate training or coaching is put into place. Staff are given targets which are regularly reviewed and this is having a positive impact on the quality of teaching and children's learning and development.

Self-evaluation is continuous and involves the views of parents and children. As a result, there are clear improvement plans in place for the setting as a whole. Partnerships with parents and other agencies are well developed and this means that staff can access other services to support the development of children in their care.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	314600
Local authority	East Riding of Yorkshire
Inspection number	946925
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	61
Number of children on roll	67
Name of provider	Christ Church Community Services Ltd
Date of previous inspection	03/12/2009
Telephone number	01262 401902

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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