

Christ Church Pre-school

The Christchurch Spire Centre, Montpelier, Weston-Super-Mare, Avon, BS23 2RH

Inspection date	20/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 content and happily participate in a broad range of experiences in a well-organised and welcoming environment.
- The strong team of qualified and experienced staff work cohesively to drive improvement through comprehensive self-evaluation arrangements and professional development.
- There are effective systems to assess children's progress.

It is not yet outstanding because

- Staff help children to follow familiar routines of the day. However, they do not always reinforce this with visual aids to fully support children's understanding.
- Staff do not always use snack-time productively to support children to develop independent skills fully.

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 playing inside and outdoors.
- The inspector observed staff interactions with children.
- The manager and the inspector carried out a joint observation.
- The inspector spoke with staff, parents and children.
- The inspector sampled a range of documentation including children's records, safeguarding arrangements and self-evaluation.

Inspector

Rachael Williams

Full report

Information about the setting

Christchurch Pre-school registered in 1993. It re-registered as a limited company in 2013. It operates from Christchurch Spire Centre in Weston-Super-Mare, North Somerset. Children have access to a large room, adjacent toilets and an enclosed outdoor play area. The pre-school is open 9am until 3.30pm Monday, Tuesday, Wednesday and 9am until 12pm Thursday and Friday.

The pre-school is registered on the Early Years Register. There are currently 45 children on roll. The pre-school provides free early education for children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities, and children learning English as an additional language. There are seven members of staff all of whom hold an early years qualification at level 3.

What the setting needs to do to improve further

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

- support children's understanding of routines further using visual reminders and sign language consistently.

- increase opportunities for children to learn independent skills at snack time.

Inspection judgements

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

Staff provide various activities across the areas of learning to stimulate children's learning. There is a good range of planned experiences and activities that children happily choose for themselves. Staff monitor the effectiveness of their planning well. For example, they identify that there are limited experiences for children to engage in sensory play and therefore, organise suitable activities to promote learning. Children thoroughly enjoy creating 'gloop'. All children are actively involved in exploring the different textures and mixing their own ingredients using tools purposefully. Staff question children effectively supporting them to use a variety of words to explain what they are doing. For example, one child explains 'I'm sprinkling it'. Staff listen to children's ideas and provide additional medium, such as powder paint. Staff encourage children to identify the colours and predict what might happen when they mix them together. Staff teach children to make marks in the 'gloop' and to make observations of the effect their actions are having on the movement of the substance. The continuous narrative provided by staff effectively supports children's language, especially those learning English as an additional language.

Staff observe children's engagement in activities well to ensure that they are actively involved in meaningful activities. For example, when staff notice that children are not occupied they guide them to the resource cards so that they can choose what they would like to play with. There are good opportunities for children to play and learn together, such as at a group song time. Children enthusiastically participate in familiar songs and follow the actions well. Children also thrive in the one-to-one support staff give them, for example, as they help to label their creations as they identify initial sounds and make good attempts to write recognisable shapes.

The teaching of mathematics has a particular high focus and is well planned for in a broad range of experiences. Children are enthusiastic to sort construction materials carefully lining up the wheels. Children use mathematical language well in their play, such as 'I've got hundreds'. Children begin to count larger numbers and staff support them effectively modelling the process well. Children create space efficiently so that they can sort the wheels by size identifying which are big and which are small. Staff respond well to children's ideas, such as developing racing games on the ride on toys. Numbers identify the cars and children match their number to the corresponding parking space. Children manoeuvre the vehicles carefully showing an awareness of how to keep themselves and others safe.

Parents are actively involved in children's learning. For example, they provide the key person with initial information on children's starting points and interests. Learning diaries include some information on the new achievements children make at home. Staff provide parents with advice and guidance on how to help their children at home. For example, parents and children are able to borrow favourite books and resources to share at home. Staff make detailed observations, which are accurately linked to the areas of learning and how children learn. They track children's progress effectively to ensure that they make the best possible progress in relation to their age.

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

The learning environment is well organised. There is an abundant range of high quality toys and resources. Staff use displays well to celebrate children's achievements and to provide parents with information on children's learning. Parents talk positively about the opportunities that children have to play outside and be active. The organisation of the environment ensures that all children can make decisions for themselves about whether to play outside. Children thoroughly enjoy kicking and chasing the various sized and shaped balls. They develop their skills further as they watch staff use them in different ways, such as throwing them against the wall to catch. Children solve problems well. For example, when children cannot reach the hoop they either move the large cotton reels to stand on or ask staff to lift them. Children are very comfortable in their relationships with staff and are confident to ask for help. This supports children in their readiness to move on to school and their next steps in learning.

Children behave well and most understand expectations and boundaries as there are familiar routines and clear verbal guidance. Generally, children are attentive and listen

carefully to instruction. They relish the opportunity to have responsibilities, such as sweeping the floor. However, staff do not extend opportunities for some children to support their understanding of daily routines further by using visual reminders.

Children learn well from consistent hygienic practices. Staff give clear explanations as to the importance of washing their hands before eating and to use individual paper towels to dry their hands to prevent the spread of any germs. Children are aware of their own needs and access the toilets independently. Staff change children's nappies routinely and follow hygienic practices. Children enjoy healthy snacks, such as raisins, banana, apple and satsuma. Staff do not extend all opportunities to develop children's independent skills further, such as pouring their own drinks and helping to prepare the fruit. Snack time is a sociable occasion and there is very good interaction from staff to progress children's communication skills effectively. Children learn to take turns and share passing the plate around the table as they build positive relationships. Children have more opportunities to learn about healthy eating as they grow their own fruit and vegetables, such as peas and tomatoes.

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

Staff have accurate understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They implement detailed policies and procedures effectively, which underpins the good service provided. Children are cared for in a safe and secure environment that is thoroughly risk assessed by vigilant staff. There are comprehensive systems for recruitment, induction and supervision to enable suitable staff to work directly with the children. All staff have comprehensive knowledge of child protection issues and understand their responsibility to report any concerns they have about a child, and liaise with key agencies effectively.

The manager uses staff observations productively to provide effective coaching and training. There are good systems in place to monitor staff's professional development. The manager uses regular staff meetings well to share good practice. She models effective teaching to enable consistency in practice. All staff are proactive in accessing relevant training to improve outcomes for the children. Staff are fully involved in using self-evaluation to drive improvement effectively. There are detailed action plans to support children's achievements and well-being, such as the addition of a range of technology. Parents provide regular feedback through daily discussions, learning diaries and annual questionnaires to influence improvements.

The dedicated staff team have good understanding of the learning and development requirements of the Early Years Foundation Stage. They monitor the learning environment effectively and adapt according to children's current interests and needs. For example, they are currently monitoring the use of the book area identifying why it is underutilised. Children benefit greatly from the broad range of exciting experiences on offer and the generally good, and in some cases very strong, teaching. Staff make accurate assessment of their progress. Consequently, children make good progress in their learning and

development.

Staff provide a supportive environment. They provide parents with a wealth of information and have regular contact with them to keep them well informed about their children's progress. Parents value the flexible settling in arrangements and the advice the key person gives them to guide their children's learning at home. Staff invite parents into the setting, such as to read books in their children's home language for all to share. There are good systems in place to enable staff to share key information with professionals and other early years providers to maintain continuity in children's care, learning and development. There is effective multiagency support for children with special educational needs and/or disabilities as they move on to school.

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	EY463890
Local authority	North Somerset
Inspection number	925886
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	45
Name of provider	SHC (Weston-super-Mare) Limited
Date of previous inspection	not applicable
Telephone number	07720488967

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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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