

Christ Church Pre School

Dudley St., BEDFORD, Bedfordshire, MK40 3SY

Inspection date

10/07/2014

Previous inspection date

18/11/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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| 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

- Practitioners have a confident knowledge of the Early Years Foundation Stage and use strong teaching techniques. Their efficient use of assessments means that they plan activities that support each child in making good progress in their learning.
- Children are motivated and eager to play and learn because practitioners' commitment and enthusiasm creates a positive environment.
- Practitioners work well together, continuously exchanging information and evaluating activities and the daily practice of the setting. This means that children receive consistent care and their safety, welfare and development are promoted well.
- Practitioners' sensitive partnership working with parents means that they fully understand each child's needs and personality. This aids children in settling and they develop good relationships with their key person and other practitioners.

It is not yet outstanding because

- Children's skills in investigating further are not always promoted to the maximum as resources, such as magnifying glasses, are not consistently accessible.
- Children do not always gain the maximum benefit from some specific activities as the planning of these does not always fully consider adapting the environment.

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 activities in all rooms and the outside area.
- The inspector held meetings with the manager of the provision, the deputy manager and the nominated person. She carried out a joint observation with the manager.
The inspector looked at children's assessment records and planning documentation.
- She checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation information and improvement plan.
The inspector talked with children. She also took account of the views of parents
- and carers spoken to on the day and from information included in the setting's own parent feedback documentation.

Inspector

Kelly Eyre

Full report

Information about the setting

Christ Church Pre School was registered in 1993 on the Early Years Register. It is situated in a church hall close to the centre of Bedford and is managed by a voluntary management committee. The setting serves the local and neighbouring area and is accessible to all children. It operates from three main rooms and there is an enclosed area available for outdoor play. There are currently six staff working directly with children, all of whom hold appropriate early years qualifications at level 3 or above. The setting opens during term time only. Sessions operate on Monday, Tuesday and Wednesday from 9.15am until 11.45am and Thursday from 9.15am until 3pm. A lunch club is offered on a Monday and Wednesday between 11.45am and 1pm. Children attend for a variety of sessions. There are currently 60 children on roll, who are in the early years age group. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the opportunities for children to further develop their skills in investigation by ensuring that resources to support this area are consistently accessible
- enhance the planning of some specific activities by giving further consideration to the organisation of the environment.

Inspection judgements

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

Practitioners have a thorough understanding of the Early Years Foundation Stage and so use purposeful teaching techniques. Consequently, children make good progress in their learning. Practitioners share information well and take time to ensure that they fully understand each child's needs and interests. This enables them to offer children relevant support and well-planned activities. Children are happy, settled and keen to play. Their positive attitudes mean that they are well prepared for school. Practitioners work well with parents and gather a wide range of initial information. They assess this in order to gauge children's starting points and to inform activity planning. Practitioners observe children as they play and keep clear records of their progress and interests. They efficiently assess this information and use it to plan the next steps in children's learning, carefully feeding these into the daily planning. Good communication with parents means that they are encouraged to update practitioners on their children's progress at home. For example,

they meet regularly with key persons to view their child's assessment files and add their own comments and updates. Parents are also supported well in extending their child's learning. For example, during 'stay and play' sessions, practitioners explain the purpose of activities and how children learn as they play.

In the majority of activities, children are encouraged to explore further. For example, children paint the pavement with water and then add chalk to this. They rub the chalk colours together on the pavement and eagerly name the different colours they have made. However, their skills in investigating further are not always encouraged to the maximum as, at times, they do not have easy access to resources that support this. For example, when children find bugs outside and eagerly build a bug house, their knowledge is not extended further as they do not access resources, such as magnifying glasses, which enable them to examine the bugs more closely. Practitioners' thoughtful interaction with children helps them gain a meaningful understanding of diversity. For example, children talk about friends and relatives in other countries. A practitioner then helps them to look at a world map and they identify the different countries, going on to discuss the climate, distances and wildlife of these. Good planning and appropriate interaction from practitioners mean that children learn to work together and share their knowledge. For example, children play a simple card game. They are supported in taking turns and eagerly explain the items illustrated on their cards, thoughtfully helping each other when needed. The good procedures to obtain updates from home mean that practitioners know children well and extend their learning according to their most recent interests. For example, after noting that some children had seen a favourite story acted at the theatre, practitioners plan associated activities. Children sit at the table and pretend to have tea, becoming entirely engrossed as they use the resources to act out the story.

Children are encouraged to use the resources provided and the environment flexibly, thus offering them opportunities to experiment and extend their play. For example, children decide to turn the water tray into a 'dinosaur swamp'. Practitioners help them to add tea bags to the water to change the colour. Children go on to add soil and then hide the dinosaurs. However, the planning of some specific activities does not take full account of the use of the environment and this means that, occasionally, children's play is interrupted by minor incidents and by children involved in other activities. For example, a group of children thoroughly enjoy a physical exercise session. They carefully follow the instructions and develop skills in balance and coordination as they march, run and skip in time to the music. However, their enthusiasm means that the activity encompasses the whole room. This results in their own activity being interrupted by minor collisions and children involved in other activities being disturbed. Practitioners thoughtfully engage children in discussions, extending their language and communication skills. For example, at snack time, children note what the pineapple looked like before they cut it up. They feel the skin and describe this as 'prickly' and 'spiky'. Children who speak English as an additional language are supported well and make good progress in their learning. Key persons work closely with their parents so that they understand children's development in their home language and identify any speech delay at an early stage. Additionally, practitioners use simple sign language to aid communication. This also supports children who have special educational needs and/or disabilities. Again, practitioners work well with parents of these children and with any other professionals involved. They provide relevant support to each child and make good use of resources, such as a visual timetable. This ensures that

children understand the choices they have and participate meaningfully in activities, thereby supporting their good progress.

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

Practitioners use the key-person system well to support good partnership working with families. They gain a thorough knowledge of each child and this helps to ensure that children feel settled and form secure relationships. Practitioners are enthusiastic about their work and demonstrate this through their thoughtful interactions with children, showing them how much they enjoy being with them. Children respond to this and show that they enjoy practitioners' company as they naturally involve them in their play and discussions and turn to them for help when needed. Children feel valued and their independence and self-esteem are promoted as they are involved in determining the provision of resources. For example, at the end of the morning session, they discuss what they would like to play with later. Practitioners take careful note of this and make sure that these resources are then available. These thoughtful procedures support children in developing a positive outlook and they are motivated and keen to play and learn. As a result, they are well prepared for the move to school.

The setting has effective procedures that support new children in quickly settling. For example, the detailed 'All about me' forms provide practitioners with information about children's preferences and particular interests. They then use this information to make sure that children's favourite toys or books are readily available when they first come in, helping them to feel welcome and settled. Children play in mixed age groups throughout each session. This enables them to learn from each other, to understand the needs of others and to develop their social and communication skills. Clear explanations from practitioners support children in developing a good understanding of how to manage their own behaviour. This is further supported through the thoughtful daily procedures. For example, children soon become competent in using the sand timer to organise fair turn taking.

The well-planned daily routines support children in developing their self-care skills. For example, they make independent choices about when to have their snacks, helping to serve these and to tidy away afterwards. Similarly, daily routines are used well to help children develop a good awareness of the importance of healthy lifestyles. For example, at snack time they talk about the different foods, noting that the pineapple contains vitamins and the cheese has calcium, which helps their bones to grow. Children participate in regular physical exercise sessions, where they develop an understanding of the importance of warming up and learn that they use different muscles for different types of movement. Clear explanations from practitioners mean that children build a good awareness of safety. They understand why it is important to walk inside and know how to use equipment, such as scissors and cutlery, safely and effectively. Specific activities further increase their understanding. For example, when the Community Support Police Officer visits the setting, they talk about what to do if they became lost or separated from their parents.

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

Well-considered and regularly reviewed safeguarding arrangements mean that children's welfare is consistently promoted. All practitioners have attended training in this area and demonstrate a good understanding of the process to follow should they have any concerns about children. Robust recruitment and vetting procedures ensure that all practitioners are suitable to work with children. Similarly, all committee members undergo appropriate suitability checks. Children play safely as practitioners carry out daily safety checks and regularly review the risk assessments. The manager and practitioners maintain an honest and open approach to the ongoing evaluation of their work and the daily provision at the setting. They seek feedback from parents and children so that they have a thorough picture of their strengths and areas for improvement. They act positively on this information, making relevant changes that result in improvements in the provision for children. For example, recent changes include the introduction of a digital photograph frame. This has enabled children to review their past activities and note their own progress, helping them to feel proud of their achievements.

The manager works well in partnership with the voluntary management committee and they set high standards for the setting. Their practical procedures ensure that practitioners are supported in their work. For example, they receive regular supervision and are supported in attending training and developing their professional practice. This has a positive impact on children, for example, practitioners now give further consideration to promoting literacy, particularly for the boys. They provide opportunities to look at words in the environment, such as road signs and car registration plates. They also make sure that children have spontaneous writing opportunities by providing note pads and clipboards alongside other activities. All practitioners work well together and use their frequent team meetings to review their policies and procedures. In this way, they ensure that they are meeting the requirements of the Early Years Foundation Stage and, therefore, are promoting children's health, welfare and development. The manager regularly reviews each child's progress. This enables her to identify any areas where further support may be needed. She then works with the child's key person to access this support and to ensure that they do all they can to promote children's good progress.

Practitioners are experienced in working with other professionals and have a good understanding of the support that is available. Consequently, they actively seek further help for children and families when needed. Practitioners have developed a clear form that is sent to other providers caring for children. This summarises children's assessment information and states their next steps and requests similar information from the other provider. This information is then used to update children's records and ensure that all providers take a consistent approach to promoting their welfare and development. Practitioners build and maintain good partnerships with parents and ensure that they are kept well informed of their child's progress and activities. For example, parents have regular opportunities to view their child's assessment records and to talk with their key person. Parents comment that they really appreciate this good communication and the

positive, nurturing environment provided by the setting.

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 | 219241 |
| Local authority | Bedford Borough |
| Inspection number | 871252 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 30 |
| Number of children on roll | 60 |
| Name of provider | Christ Church Playgroup Committee |
| Date of previous inspection | 18/11/2009 |
| Telephone number | 07964296257 |

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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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