

# Counterslip Baptist Church Pre School

648 Wells Road, Whitchurch, Bristol, Avon, BS14 9HT

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 20/10/2014 |
| Previous inspection date | 08/02/2011 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 3 |
| 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

- Staff build children's self-esteem and confidence effectively with praise and positive encouragement which prepares them well for starting school.
- Staff are effective teachers of mathematics and, as a result, children have a good knowledge of number, space and are good problem solvers.
- Behaviour is good because staff have high expectations of children.
- The manager is effective in identifying the staff team's strengths and areas to improve. Self-evaluation promotes staff professional development well.
- The pre-school has an effective system for working in partnership with individual parents to support their children's learning and development.

### It is not yet outstanding because

- There are fewer opportunities for children to share their ideas and be creative during arts and craft activities, because some staff are less confident to extend children's learning when they are leading their play.
- Staff do not make the best use of resources because children's play is often interrupted so they cannot complete what they do, which affects their sense of achievement.

## **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 the playrooms and the garden.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector took account of the views of parents, staff and children spoken to on the day of the inspection and of the provider's self-evaluation.
- The inspector held a meeting with the manager of the pre-school.
- The inspector completed a joint observation with the manager of

## **Inspector**

Dominique Bird

## Full report

### Information about the setting

Counterslip Pre-school registered in 2003. It is situated in the Whitchurch area of Bristol and serves the local community and surrounding areas. It is managed by a management committee which includes parents of children who attend the group. The pre-school operates from several rooms in Counterslip Baptist Church located on a main route through the city. There are close links with the church. Opening times are Monday, Tuesday, Wednesday from 8.45am to 11.45am, and from 12.15pm to 3.15pm; and on Thursday and Friday from 8.45am to 11.45am. The pre-school operates during term times only. The pre-school is registered by Ofsted on the Early Years Register. There are currently 34 children on roll. The pre-school receives funding for the provision of free early years education for children aged three and four years. Eight members of staff work with the children. Of these, six, including the pre-school leader, hold relevant qualifications at level 3, or higher.

### What the setting needs to do to improve further

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

- enhance opportunities for children to lead their play during arts and craft activities so they can fulfil their ideas and be creative learners
- ensure the organisation of daily routines keeps children well motivated in their chosen play and promotes learning in a highly stimulating environment as well as possible, so that they can play uninterrupted for long periods and complete their activities to their own satisfaction, so gaining a sense of achievement.

## Inspection judgements

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

Children make good progress in the pre-school. Staff are effective teachers. They use well developed methods to engage children's interests. They collect regular information from parents about children's interests at home, and use this to plan activities that children enjoy at pre-school. This means children enjoy their activities.

Staff have a good understanding of how children develop and learn. They assess children's needs well, so that planned activities and topics respond to children's needs. Staff are especially confident in their teaching of mathematics, so they promote children's learning in this area particularly well. For example, when children play with pull-back toy vehicles, staff talk to them about the distance these travel and model positional language well, saying the vehicles went 'under' children's legs and 'behind' them. This teaching reinforces

children's early mathematical language, It encourages them to solve problems, such as why a vehicle did not travel very far, so children learnt that they needed to pull it back even further. Staff extend children well in other mathematical areas, for example, counting. When children sit in a group, staff not only ask how many children are present, but ask how many there are when they count the adults as well. This teaching challenges the more able children's thinking, so they learn effectively.

Staff work closely with new children, and their parents, to settle children in and to encourage them to develop their social skills. Staff use name cards at lunchtime to help children make friends and learn each other's names, as well as name recognition. Staff plan arts and crafts activities for children linked to their topics, which help children to explore different materials and tools; however, these can be too adult directed. This means that there are fewer opportunities for children to share their ideas and be creative, because some staff are less confident in extending children's learning when they are leading their play.

Children are confident communicators. Staff use communication techniques well, such as picture cards and sign language, to promote children's understanding of activities and spoken language. Staff also teach some key words and phrases in Spanish, which children enjoy and have fun doing. Staff plan Spanish singing sessions lead by Spanish staff to help children learn an additional language, and to understand and make links between that which they see, and what they hear. This teaching helps children learn to listen carefully in readiness for the eventual move to school.

Children often choose to stay at activities for long periods. They become fully engaged in play that fascinates them. For example, children are enthused as they pretend to be doctors using bandages and stethoscopes. Staff use this as an opportunity to extend children's learning by asking questions about the how the heart works and what makes it beat faster, challenging children to think more deeply.

The staff plan a stimulating and well-resourced environment for children. However, staff do not make the best use of the available resources. This is because at times children's chosen play is interrupted before they can complete their activities. For example, staff shake a tambourine to indicate the end of the play session and children must immediately leave their play to join a group. This approach means children do not gain a sense of achievement, for example by completing creations.

The staff provide experiences to promote children's literacy development, and encourage children to have the confidence to read and write. The staff incorporate a good range of these activities into the daily routine. For example, if children complete a piece of art work they are encouraged to write their name on it. This routine means children learn that writing has a purpose. The staff encourage the children to develop their early reading skills at home. They provide parents with books so that they can further promote their children's literacy learning.

Staff have good understanding of children's individual needs. They gather useful information from parents when children first join, and use this well to support and settle children. Children have useful visits to the pre-school before they start to attend. Staff visit children in their homes. This caring approach enables children to feel emotionally secure quickly when they start. This means they are ready to explore the pre-school environment and all it offers, so no time is lost. Children have strong relationships with staff and each other. They play well together. They are confident in their communication with staff. Staff prepare children well emotionally for the eventual transfer to school. The praise and encouragement that children consistently receive from all staff means that they have good levels of confidence and high self-esteem.

Children behave well. They understand the routines of their day and staff expectations. Staff teach children to think about their behaviour and how they could do things differently. They teach children to understand how their actions affect others. Staff teach children good strategies to manage their disagreements. Subsequently, this helps children be ready for school, and to make friendships. Staff sometimes provide too little warning about changes in the daily routine. This means children cannot think about bringing their play to a conclusion for themselves, because their activities are brought to an abrupt end by staff. This approach does not motivate learning well.

Staff promote children's understanding of healthy lifestyles well. They teach children when to wash their hands, such as after using the toilet, and to use anti-bacterial gel before eating. Children enjoy being outside. They develop their physical skills well here in various ways. Staff provide resources at children's height in well-labelled drawers, and on tables so children can choose what they want to play with. This independence supports children well as they prepare to move on to school.

Staff promote highly effective safety procedures, which they follow so children's safety is maintained. For example, staff gather information from parents about who is authorised to collect their children. There are clear risk-assessment systems that cover the pre-school indoors and outdoors. Staff deploy themselves well, which means that children are well supervised. Staff teach children well about how to keep themselves safe.

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

The manager and her team have a good understanding of the requirements of the Early Years Foundation Stage. They plan interesting activities and play experiences for children together, which aids consistency in teaching. They have regular staff meetings to share information. They evaluate the success of the educational programmes and children's responses to the activities. This approach helps them respond to children's interests, so they are well motivated to learn. Staff use their knowledge to make sure that all learning and development requirements are met and, as a result, children's related needs are met well.

The manager makes sure the staff team implement the safeguarding and welfare requirements effectively. The manager has ensured all staff are thoroughly trained in child protection. They have a good understanding of the signs and symptoms that would give them cause for concern about a child's welfare. They know the appropriate action to take if they were concerned about a child in their care. The manager and the committee use strong recruitment procedures to ensure that staff are suitable to work with children. There are good supervision systems so that the manager can monitor the ongoing suitability of staff. As a result, staff continue to perform well and these systems support children's safety.

The manager uses the supervision system well to identify staff training needs. This means that staff attend training that directly improves their teaching practice. This training is shared successfully with colleagues which builds on staff's own professional development and leadership skills. The manager monitors children's learning and progress. As a result, she is able to ensure consistency in processes, such as assessment, for all children. The manager uses the individual skills of staff well. This strategy helps close any gaps in children's learning.

The manager and staff team work well together to evaluate the strengths and areas to develop in teaching and learning. The manager has sought the views of local authority advisors, staff, parents, and children to do this accurately. She has a good awareness of the areas for improvement. The manager has robust systems in place to bring about improvement. She uses evaluation effectively to prioritise areas to develop; however, this review is not always sharp enough. For example, the impact on children of the interruptions to their play throughout the daily routine is not recognised.

The pre-school staff work hard to establish strong relationships with parents. Parents state that staff are, 'really friendly' and that there is, 'always a good atmosphere'. They welcome the level of useful information staff give them about their children's care, development and progress. Staff encourage parents to be involved in their children's education. Parents share children's achievements at home with staff, so these can be celebrated at pre-school as special moments.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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     |                      | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.   |
| Not met |                      | There were no children present at the time of the inspection. 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

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 106937  |
| <b>Local authority</b>             | Bristol City                                    |
| <b>Inspection number</b>           | 816919  |
| <b>Type of provision</b>           | Full-time provision                             |
| <b>Registration category</b>       | Childcare - Non-Domestic                        |
| <b>Age range of children</b>       | 2 - 5   |
| <b>Total number of places</b>      | 24  |
| <b>Number of children on roll</b>  | 34  |
| <b>Name of provider</b>            | Counterslip Baptist Church Pre-School Committee |
| <b>Date of previous inspection</b> | 08/02/2011                                      |
| <b>Telephone number</b>            | 01275 833377                                    |

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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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