

Christ Church Pre-School Playgroup

Church Hall, Malvern Road, Cheltenham, Gloucestershire, GL50 2JH



Inspection date

9 March 2015

Previous inspection date

18 January 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not always take account of children's stage of development, when planning activities and resources, to provide a sufficient level of challenge. Consequently, not all children engage well consistently.
- Staff do not assess children fully from when they first start to promptly identify what children can do and the next steps in their learning, to help them make the best progress they can.
- Staff do not consistently organise the routine of the day for pre-school children to minimise interruptions to their play so that they can always deepen their learning.

It has the following strengths

- Staff positively support children's thinking as they use effective questioning techniques to help children explore ideas and make links.
- Risk assessment of the environment and some activities, and staff's understanding of child protection issues, helps keep children safe.
- The play leader seeks the views of other professionals and parents to help her make improvements that have a positive impact on children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that activities are enjoyable and meet the needs of all children to provide a good level of challenge so that all children make good progress
- use observations, assessments and information from parents to obtain children's starting points, to accurately identify children's individual next steps in learning, to enable all children to make the best possible progress.

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

- revise the routines for the pre-school children so that they have fewer interruptions to their play.

Inspection activities

- The inspector observed children's play, activities and staff interaction with children in the playrooms, rest area and outside area.
- The inspector held discussions with the play leader, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the play leader.
- The inspector reviewed paperwork including children's records, samples of their work, policies, risk assessments and suitability checks on staff.

Inspector

Victoria Weir

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Overall, staff provide a range of play activities to promote children's learning and development across all areas. However, they do not always organise activities for the pre-school children effectively to offer children a good level of challenge. For example, during an adult-led mathematics activity, staff did not tailor the activity towards children's individual abilities to extend their learning. As a result, some children were not engaged in purposeful play. The majority of staff hold a good level of qualifications. Consequently, they know how children learn and teaching is generally appropriate as staff interact with children. They introduce toys, make suggestions, comment on children's play and question children. Staff are particularly skilled at promoting children's social play as they encourage children to develop conversations and consider others' views. Consequently, children collaborate well as they build on each other's learning. For example, two-year-old children pretend to look after babies, and older children build complicated models together. Children gain early literacy skills and explore mathematics in a wide range of activities. Overall, children receive adequate preparation for school and the next stage in their learning as they make satisfactory progress.

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

Children's behaviour is good. Staff promote children's independence in preparation for the next stage in their care. Children receive encouragement to do things for themselves, such as doing up the zips on their coats. This builds children's confidence and motivation. Staff organise resources so that children can make some choices about their play. However, the second half of the pre-school session is broken up into tidy-up time, snack time and then adult-led activity time. Consequently, staff expect some children to take part in a new activity when they are already fully engrossed in an activity. This interrupts a deeper level of learning. Staff support children's health as they play outside and practise good hygiene.

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

The management and staff have an adequate understanding of the Early Years Foundation Stage. They safeguard children and recruitment procedures are robust. Self-evaluation leads to clear targets for improvement. Regular staff supervision and peer observations promote consistent practice across the pre-school, and help staff understand their responsibilities. Generally, staff establish suitable working relationships with parents and external agencies to help them support children's needs. Information gained from parents helps children to settle well, but does not fully consider their development. Consequently, early assessments of children's capabilities are occasionally vague and staff do not always promptly identify gaps in children's learning.

Setting details

Unique reference number	101464
Local authority	Gloucestershire
Inspection number	839103
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	36
Name of provider	Christchurch Pre-School Playgroup Committee
Date of previous inspection	18 January 2010
Telephone number	01242 578163 or 01452 548525

Christ Church Pre-School Playgroup is situated in the church hall alongside Christchurch Church, in a residential area of Cheltenham, and is within walking distance of the town centre. The group is open each weekday during school terms from 9am until 3pm. The pre-school closes for lunch between 12pm and 1pm. The team of seven staff work at different times during the week. Of these, five hold appropriate early years qualifications at level three. The play leader holds a qualification at level five.

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