

Christchurch Pre-School

Quinton Church Parish Hall, 773 Hagley Road West, Birmingham, West Midlands,
B32 1AJ



Inspection date

11 June 2015

Previous inspection date

7 April 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Staff take account of children's individual needs and interests extremely well, as they plan exciting and stimulating activities in a vibrant and enabling environment. A wealth of exciting resources enables children to make independent choices in their play. They are exceptionally well prepared for the next stage in their learning.
- Staff use their well-focused observations of children as they play to plan precisely focused activities, which build on individual children's next steps in learning. Assessments are regular and precise. This means all children make very rapid progress given their starting points and capabilities.
- There is excellent communication and sharing of information about children's needs and progress with parents. They are all very involved in children's learning and staff work closely with parents to ensure all of them make rapid progress in their learning and development.
- Children are very happy and secure because staff obtain very detailed information from parents about their well-being and individual needs, so that they can meet these very effectively indeed. Healthy eating initiatives and effective self-care routines for children are extended to parents, so that their health is protected.
- Children are extremely safe through the implementation of very detailed and comprehensive safeguarding policies and procedures. This is given very high priority, so that children are well protected.
- Leadership and management are dynamic and staff are highly motivated. Sharply focused monitoring and self-evaluation means that there is continuous improvement in the high-quality provision, so children build on a firm foundation. Excellent partnerships with other professionals and early years providers means that children and their families are supported exceptionally well.

What the setting needs to do to improve further

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

- maintain excellent communication with parents to continually update information about children's changing interests, in order to plan even more effectively for their individual learning styles.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Catherine Sharkey

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Children are busy and engaged in their play in the extremely well-planned and resourced pre-school. The enthusiasm of staff is communicated to children, who are very imaginative as they create their own role-play scenarios. A group of three-year-old children pretend to go shopping, prepare meals and look at books together. Children lead their play while staff interact with them and guide their learning very skilfully. Staff challenge and extend children's learning, as they notice how they use the resources and the pre-school's environment. This helps them to plan daily, focused activities for small groups of children. This enables children to gain confidence and build on the next steps in their learning, so they are very well prepared for school. Staff develop children's communication and language skills extremely well through ways which are tailored to each child's needs. This is a great strength of the pre-school. Children enjoy creating marbling effects on coloured paper. They extend their creativity, for example, by asking for cotton wool to represent clouds. Children throw themselves enthusiastically into outdoor play. They play in the mud kitchen or move guttering and cardboard tubes where they want them, so they can roll cars inside them. Staff recognise the need to maintain information sharing with parents, so that they continue to use children's current interests to engage them in a balance between all the areas of learning.

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

Children's well-being is given very high priority in this friendly and welcoming pre-school. They are frequently praised, so that they gain confidence and good self-esteem. There are excellent relationships between staff and children. Staff structure the day, so that children remain settled and happy at all times. Children are very well behaved because staff are very skilled in behaviour management and work exceptionally well with parents on consistency of care. Children develop their physical skills extremely well through their use of a wide range of climbing and balancing equipment. Children learn to be independent to share and take turns, so they are ready for school. Staff are highly successful in preparing children emotionally and developmentally for their moves to school.

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

The inspirational manager and staff are passionate about providing the best possible care and learning for all children. They devote considerable time and effort to the support of children and their families, so that their needs are met. Children with special educational needs and/or disabilities are very well supported. The well-qualified staff continue with their professional development, which has a positive impact on children's learning opportunities. Parents are extremely well informed about the pre-school. Their ideas are welcomed by staff and are included in the ongoing pre-school's improvement plan. Strong links with the other settings that children attend means that their learning is complemented and their well-being is protected.

Setting details

Unique reference number	227269
Local authority	Birmingham
Inspection number	864398
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	39
Name of provider	Christchurch Pre-School Committee
Date of previous inspection	7 April 2011
Telephone number	07956 053513

Christchurch Pre-School was registered in 1987. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time. Sessions are from 9.10am until 12.10pm on Mondays and Wednesdays and from 9.10am to 3.10pm on Tuesdays, Thursdays and Fridays. The pre-school provides funded 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.

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