

Christchurch Pre-School

Christchurch Hall, Church Road, Hanham, Hanham, South Glos, BS15 3AB



Inspection date

24 June 2015

Previous inspection date

3 November 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:

- The play leader does not complete a detailed record for the children's or staff's hours of attendance. This may put children at risk and is also a breach of the Childcare Register requirements.
- At times, staff tend to focus their attention on the more able and vocal children. They miss opportunities to fully include quieter and less confident children in free play or planned activities.
- Staff supervise children adequately and deal with minor squabbles quickly, but at times some staff do not always reinforce messages about behaviour when children have taken a toy from another child.

It has the following strengths

- Through the completion of detailed observations and assessments, staff are able to confidently discuss their key children's stages of learning and development and how they plan for their future learning.
- Children have close attachments with staff and settle quickly into the environment. Children demonstrate they feel safe and secure in their surroundings. They are confident and motivated to learn.
- Good links with parents and other professionals ensures that all adults are able to support children's learning. Parents are encouraged to look at their child's learning journal and discuss their progress, through regular meetings with the staff. This helps parents to support children's learning at home. As a result, children make suitable progress.

What the setting needs to do to improve further

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

- ensure a daily record for the hours of attendance of children and their key person is maintained.

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

- improve opportunities for quieter or less confident children so they have equal opportunities to take a full and active part in all activities.
- ensure all staff supervise and give consistent messages to children about the consequences of their actions.

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of children's hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of children's hours of attendance (voluntary part of the Childcare Register)

Inspection activities

- The inspector observed activities and staff's interactions with children in the main hall and the outside learning environment.
- The inspector had discussions with the play leader, the administrator for the group, staff and the children at appropriate times during the inspection.
- The inspector checked the evidence of suitability and qualifications of staff working with children, and the provider's self-evaluation and improvement plan.
- The inspector took into account the views of parents and carers from information included in the setting's parent questionnaires.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, policies and procedures, and checked the range of resources available to children.

Inspector

Hilary Tierney

Inspection findings

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

Children generally enjoy their time at the setting; most make friends and interact well with each other. Staff support children's personal and social skills adequately. They teach them to share and take turns through constant reminders as the children play. Although staff know their key children well, at times, they tend to focus on the more vocal children and do not fully include the quieter children in activities. Children enjoy investigating the world around them and developing their play inside and outside. Children enjoyed trying to find a frog in the small pond. The staff encouraged children to take a photograph of the frog when they found it. This helps children develop their technology skills. Staff support children's communication and language skills well. They talk to children clearly and constantly. Generally, children have the basic skills they need for school.

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

Children settle quickly into the setting and form a secure attachment to those working with them. This promotes children's emotional well-being appropriately. Most children behave well and understand the rules of the setting. Staff supervise children adequately. However, even though staff deal quickly with minor squabbles between children, they do not always recognise that a child may not understand what has been said and may return to take the toy from a child anyway. Children learn good personal hygiene practices through careful guidance from staff. Staff constantly remind children to drink plenty of fluids and wear hats when it is hot. This helps children to learn about healthy lifestyles. Staff allow children to take calculated risks, such as building a tower of milk crates and seeing how high they can build it before it falls over. This helps children develop an understanding about safety.

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

The management have a suitable understanding about the requirements. However, they acknowledge they have not maintained a daily record of staff or children's attendance as required. The staff and committee are clear about their roles and responsibilities. Suitable staff supervision takes place regularly and helps to identify areas for professional development and improvement. All staff are involved in the evaluation of practice and action plans are used to help drive improvement. Staff have a good understanding about safeguarding and the procedures to follow should they have any child protection concerns. Parents comment on annual questionnaires about how happy they are and how detailed the information they receive is. Staff monitor children's progress and links with other professionals and agencies involved with children are developing well. This means that most children who need it receive extra support and interventions.

Setting details

Unique reference number	135972
Local authority	South Gloucestershire
Inspection number	841146
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	47
Name of provider	Christchurch Pre-School Committee
Date of previous inspection	3 November 2010
Telephone number	07752 918789

Christchurch Pre-school opened in 1996 and registered with Ofsted in 2001. It is managed by a voluntary committee. The pre-school opens Monday, Wednesday, Thursday and Fridays from 9am to 3pm and on Tuesdays from 9am to 12 noon, term time only. The pre-school receives funding for the provision of free early education for two, three and four-year-old children. There are five members of staff who work with the children, all hold appropriate early years childcare qualifications at levels 2 or 3.

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.

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