

Christchurch Pre-School Playgroup

23 Waterden Road, Guildford, Surrey, GU1 2AZ



Inspection date

Previous inspection date

23 June 2015

7 October 2010

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

Summary of key findings for parents

This provision is good

- The committee and manager have a good understanding of how to meet the safeguarding and welfare requirements. All those involved with the pre-school are checked as to their suitability, and staff know what action to take should they have concerns about the welfare of a child.
- The manager and staff have a good understanding of how to meet the learning and development requirements. Staff plan a very effective range of activities to provide challenge to children who are more able, and support those who need additional help.
- Staff are very attentive to children's well-being. They specifically shape the settling-in periods to the needs of individual children so that they feel secure and confident. This promotes their strong emotional development.
- Partnerships with parents are excellent. The committee is always made up of current parents. Staff encourage parents to attend for special days and parents play a full part in contributing to children's learning profiles.

It is not yet outstanding because:

- Staff are skilled at talking with children to boost their communication and language skills. However, sometimes staff give children information too readily, instead of asking for children's views and ideas. This does not always encourage children to build on their critical thinking and problem-solving skills.
- The pre-school has strong partnerships with local schools and children's services but this approach is not fully effective with all day care settings children attend, to promote a joined-up approach in all children's care and learning.

What the setting needs to do to improve further

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

- involve children in problem-solving activities in order to build their critical thinking skills
- extend the already good partnerships with other early years settings children attend further to encourage them all to share information to promote a greater consistency of care.

Inspection activities

- The inspector observed children at play indoors and outdoors.
- The inspector examined a range of documentation, including children's records.
- The inspector met with the chairperson and manager to discuss safeguarding and improvement.
- The inspector spoke to parents to gather their views.
- The inspector undertook a joint observation with the manager.

Inspector

Susan McCourt

Inspection findings

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

Parents and staff work closely together to establish children's achievements when children first start. Staff plan activities according to children's interests and their identified next steps in learning. Staff and parents work together each term to review children's progress and track their development. As a result, children make good progress in their learning. Staff are skilled at providing an effective mix of adult-led and child-led activities. For example, children enjoyed a specific craft activity to make a picture of a bird from their handprint. They also enjoyed using paint and other materials to make their own pictures of birds, clearly showing how much they had learnt during this topic. Children play independently and staff use well-timed interventions to extend children's understanding and enjoyment, through conversation and chat.

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

Children benefit from being highly independent. Staff create a learning environment in which children can move freely between the indoor and outdoor areas. Children can choose from a wide range of good-quality resources and follow their own ideas. Managers also bring in interesting expertise, such as providing a forest school activity day each half term. This encourages children to be curious and well-motivated learners. Children are also independent in managing their personal hygiene and self-care, such as putting on their own shoes and coats. This promotes children's physical development. Children are very well-behaved and learn to understand their emotions. As a result, children are very cooperative in play, treat each other with respect and listen to each other well in group conversations. Overall, children acquire good skills to help them in their future learning.

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

The committee have recently recruited a skilled and experienced manager who has quickly established very effective ways of building a strong team. The manager is involving staff and parents to raise standards and share their ideas for the benefit of children. All staff have annual appraisals and regular supervision to work on their professional development. As a result, all staff now run different group sessions, carry out parent consultations and contribute to plans. This has had a good impact on the consistency of staff teaching skills. Staff put ideas gained from recent training courses into practice, such as setting up a vegetable patch with children in the outdoor area. This means that training has a direct effect on helping staff make improvements for children. The manager works with staff to review children's learning and identify how they are progressing as individuals and groups. As a result, staff are consistent in judging children's learning against expected levels of development; increasing the accuracy of reviews and the forms that go to schools.

Setting details

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| Unique reference number | 119991 |
| Local authority | Surrey |
| Inspection number | 825220 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 26 |
| Number of children on roll | 31 |
| Name of provider | Christchurch Pre-School Playgroup Committee |
| Date of previous inspection | 7 October 2010 |
| Telephone number | 01483 568662 |

Christ Church Pre-school Playgroup is a community pre-school. The pre-school is run by a committee of parents, the officers of which are Trustees of the Playgroup. The playgroup is in Guildford, Surrey. Sessions operate on Monday, Thursday and Friday between 9am and 12.20pm, during term time only. On Tuesday the session is made up of 2 sessions, 9am to 12noon and 12.30pm to 3.30pm, with a lunch club in between. Children under three start at 9.20am on Mondays, Thursdays and Friday. They receive funding for the provision of free early education for children aged three and four years. There are six staff, five of whom have relevant early years qualifications.

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