

# Corpus Christi Pre-School

Corpus Christi School, St. James's Square, Bournemouth, Dorset, BH5 2BX



## Inspection date

8 June 2017

Previous inspection date

31 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff understand how children learn and develop. They provide a variety of stimulating and challenging activities, and children explore with confidence. All children make good progress from their starting points and are ready for the eventual move to school.
- Staff have a shared approach to children's learning. They have forged positive relationships with parents and other professionals to help provide continuity of care and to support children's development.
- The management has a strong understanding of safeguarding matters. Managers are fully aware of the signs and symptoms that may be a cause for concern and the procedures to follow when safeguarding children.
- The owners demonstrate their commitment to providing a quality service for children. They have successfully addressed the recommendations set at the last inspection. For example, they have implemented methods to provide more consistent messages to children about expectations to behave.

### It is not yet outstanding because:

- Not all staff consistently make effective use of their questioning to help children make the most of their learning.
- Occasionally, staff do not give children sufficient guidance to encourage them to take care of their environment and to understand about their own and others' safety.

## What the setting needs to do to improve further

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

- strengthen staff's questioning skills to further help them consistently support children's learning
- raise children's awareness of how to take care of their environment and increase their understanding about their own and others' safety.

### Inspection activities

- The inspector observed children and staff during activities indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and spoke with parents, staff and children.
- The inspector sampled a range of documentation, including assessment records and planning, policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff and discussed the pre-school's improvement plan.

### Inspector

Rachel Cornish

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers ensure that they keep their knowledge up to date, for example, with regular training. They ensure the setting is secure. They consistently support children's learning and have a high ratio of staff to children. Managers lead their highly motivated team well. They use effective systems to support and monitor staff, such as regular supervisory meetings and ongoing training, and assist them to raise teaching standards further. For example, after training to develop children's writing skills, staff have introduced mark-making areas to support children's physical development further. Managers track the progress of individual children and any gaps in learning are quickly identified and appropriate action taken.

### Quality of teaching, learning and assessment is good

Staff know all children very well. They gather information about children's capabilities when they start and use this information well to plan targeted activities for them. Staff use effective monitoring to help them identify and address gaps in learning to meet the needs of each individual child, including those who speak English as an additional language. Staff have high expectations of children and plan interesting activities. For example, children excitedly make their own smoothie drink in a blender. They practise their language skills discussing what makes a healthy smoothie, and their physical skills in preparing the fruit. Children demonstrate good levels of concentration and persevere with tasks. For example, they build a car run placing large pipes from a step ladder down to the ground and use this to practise their hand-to-eye coordination.

### Personal development, behaviour and welfare are good

Staff have good links with the schools that children go on to attend and are directly involved with the transition process. This helps children's emotional well-being. Staff are good role models for children, who behave well. For example, children listen and respond to staff and use good manners. Staff engage children in small-group activities to help them learn the importance of sharing and waiting for their turn. Children have good opportunities to play outside, be physically active, and develop coordination and control. For example, children run, jump and climb as they explore the garden. This supports their physical development well. Children enjoy freshly prepared snacks and for one week every half term they make their own healthy lunches.

### Outcomes for children are good

Children are developing good investigative skills and enjoy experimenting, such as learning about colours as they blow bubbles. They learn mathematical skills through daily routines by counting the number of plates, cutlery and cups needed. Early literacy skills are developing, with most children successfully identifying their own name at lunchtime.

## Setting details

<b>Unique reference number</b>	EY358292
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	1093108
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Corpus Christi Pre-school Partnership
<b>Registered person unique reference number</b>	RP527118
<b>Date of previous inspection</b>	31 March 2015
<b>Telephone number</b>	01202427397

Corpus Christi Pre-School is a privately owned group operating in Corpus Christi Primary School, in Boscombe, Bournemouth. It registered in 2007. The pre-school receives funding for early education for children aged two, three and four years. The pre-school operates Monday to Friday during term time, from 8.45am to 3.00pm. There are nine members of staff, including the three owners. Of these, eight are qualified at level 3 and one has a degree in early years.

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