

Christchurch Hall Pre-School

Christchurch Hall, Lime Grove Avenue, Beeston, Notts, NG9 4AR



Inspection date

3 October 2017

Previous inspection date

3 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Leadership is strong. The manager, committee and practitioners reflect on their practice routinely, and work very successfully as a team to make continuous improvements.
- Practitioners plan and provide exciting and interesting activities to support children to make good progress in their development. They join in with the children as they play and show a genuine interest and passion for their work. Children enjoy exploring and learning, indoors and outdoors.
- Partnerships with parents are strong. Practitioners use various ways to engage and involve parents effectively in the pre-school. Parents are very complimentary about the quality of care and learning their children receive at the pre-school. They receive regular information about their children's progress.
- Children are well behaved and happy. They settle quickly in the calm, relaxed and friendly setting. Children are confident and enjoy exploring a wide range of purposeful activities that support their learning and development well.
- The quality of teaching is consistently good. Practitioners successfully identify and focus support for children, including those who are not making typical progress for their ages.

It is not yet outstanding because:

- Practitioners do not use the information gathered from parents at the start of the placement to assess children's development accurately. This means that children's starting points are not precise enough to support initial teaching effectively.
- Practitioners do not consistently help children to understand the benefits of eating healthy food and following good hygiene procedures.

What the setting needs to do to improve further

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

- ensure the information gathered from parents when children first start attending is used to accurately identify children's starting points
- help children to increase their understanding of the benefits of appropriate hygiene procedures and a balanced diet on their bodies and good health.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager, deputy manager and nominated person. She looked at relevant documentation and evidence of the suitability of practitioners working in the pre-school.
- The inspector took account of parent's views through recently completed parent questionnaires.

Inspector

Susan Riley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Practitioners know what to do if a child is at risk of harm and diligently follow up on any concerns. Rigorous checks on practitioners' suitability ensure they are suitable to work with children. Practitioners complete robust risk assessments to promote children's safety and ensure that play spaces are safe and secure for the children. The manager and practitioners are experienced and well qualified. They take part in regular training and local initiatives to keep their knowledge up to date and relevant. The manager is a strong leader who uses her good knowledge, skills and expertise to mentor, coach and support practitioners to improve their teaching. Practitioners monitor children's individual progress very effectively, and quickly address any gaps in their learning and development.

Quality of teaching, learning and assessment is good

Practitioners assess individual children's ongoing development accurately and plan effectively for their next steps. They skilfully use a wide range of resources to engage children at all times. For example, children enthusiastically and creatively explore a messy activity, as practitioners skilfully introduce simple and different ways of painting and printing. Practitioners provide interesting activities to support children to develop their early writing skills. For example, children enjoy tracing over lines, shapes and letters. Practitioners support children's communication skills effectively, such as through modelling language and encouraging them to talk during play. Children learn to respect each other's differences and develop their understanding of the range of people in the community through interesting activities. Practitioners use their wide knowledge of how young children acquire language to provide rich and imaginative learning experiences.

Personal development, behaviour and welfare are good

Practitioners build on children's confidence and sense of belonging well. They manage their time effectively so children get individual attention according to their needs. Practitioners are highly positive role models for children. They set clear boundaries for behaviour and are consistent in their expectations. Children show high levels of independence. For example, they get their own coat and put it on before playing outdoors. Children have good opportunities to be active. They enjoy physical exercise indoors as part of their routine. Regular access to the outdoor learning environment helps children who prefer to learn outside, to develop their physical and exploratory skills. For example, they practise their balancing skills on the different apparatus.

Outcomes for children are good

Children of all ages and abilities, including those who receive funded early education, make good progress. They demonstrate high levels of engagement as they play at self-chosen activities for long periods of time. Children of all ages join in with songs and rhymes. They learn to recognise their name and make marks with increasing pencil control. Children express a keen interest in books. They are successfully acquiring key skills ready for their next stage of learning, such as school.

Setting details

Unique reference number	253126
Local authority	Nottinghamshire
Inspection number	1103311
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	28
Name of registered person	Christchurch Hall Pre-School Committee
Registered person unique reference number	RP522906
Date of previous inspection	3 November 2014
Telephone number	07504119202

Christchurch Hall Pre-School registered in 1967. A voluntary committee of elected parents manage the pre-school. The pre-school employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 5, one at level 4 and three at level 3. The pre-school opens Monday, Tuesday, Wednesday and Friday during term time. Sessions are from 9am until 11.30am and 12.45pm until 3.15pm. The pre-school offer a lunch club from 11.30am until 12.45pm. They provide funded early education for children aged two, three and four years.

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