

Christ Church Early Learning

2 Quay Road, Bridlington, YO15 2AP



Inspection date

4 December 2017

Previous inspection date

20 June 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children are not always actively invited to take part in activities and are therefore not as engaged in the learning opportunities as they could be.
- Information about children's individual learning needs is not always effectively shared with all staff. As a result assessments and precise guidance offered by specialist agencies is not always acted upon.
- Additional funding that the setting receives is not yet being used to best effect to help children to make good progress

It has the following strengths

- Leaders are proactive in working with the local authority advisory service to continually improve the provision on offer to children and their families.
- Leaders and staff carefully reflect on the training programmes that they are undertaking. They use this knowledge to improve their practice with the children.
- Relationships are positive on all levels. Leaders and staff create a warm, friendly and safe environment where children are happy and parents feel very welcome. Consequently children arrive happily, settle quickly and behave well.
- Children benefit from the pleasant, calm environment where they can concentrate on their play.
- Purposeful routines, throughout the day, enable children to spend useful time with their key person, develop their independence and learn how to lead a healthy lifestyle.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure greater consistency in the quality of teaching and learning through rigorous monitoring and precise evaluation of practice so that all children are as fully engaged in the learning opportunities as they can be. 	29/03/2018
<ul style="list-style-type: none"> ■ improve the sharing of precise information about children's learning needs and next steps, so that all parties are better equipped to support children to make good progress. 	29/03/2018

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

- give greater consideration to the use of additional funding to maximise learning for those children who need to catch up with their peers.

Inspection activities

- The inspector observed children taking part in a range of activities both indoors and out.
- The inspector spoke with staff and children during the inspection.
- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare. The inspector also carried out a joint observation with the manager.
- The inspector held a meeting with the nursery manager and spoke to the provider and the local authority early years advisor.
- The inspector looked at children's records, evidence of the suitability of staff working in the provision and a range of other documentation, required for the safe and effective management of the provision.
- The inspector took account of the views of parents spoken with on the day of inspection and those recorded on recent questionnaires.

Inspectors

Elizabeth Patricia Edmond

Inspection findings

Effectiveness of the leadership and management requires improvement

There have been considerable changes at management level since the last inspection. New leaders have implemented clear action plans and targets for further improvements. These are beginning to have a positive impact on the overall quality of the provision. Leaders welcome the regular support from the local authority. With this support they have begun to monitor and improve the quality of teaching. However, the changes are not yet fully embedded into regular daily practice. Therefore the quality of teaching is variable. Safeguarding is effective. Leaders and staff attend training, relevant to their level of responsibility, to help them to understand how to protect children. All the necessary documentation is in place for the safe management of the provision. Recruitment procedures and supervision ensure that staff continue to be suitable for their roles.

Quality of teaching, learning and assessment requires improvement

At times, children are fully engaged in their play and are supported very effectively by staff. For example, children are proud of the warm praise they receive for their attempts to stack the small logs. Staff support children to make the salt dough encouraging the children to persevere with difficult tasks. However, at other times, children are not proactively invited in to the activities and consequently miss out on the potential learning opportunities. Leaders have recently introduced small group activities each day. Children learn, in a fun way, alongside peers with similar levels of development. For example, children sing well-known number rhymes, begin to match numerals to the quantity of items and confidently take turns. However, this is not yet having a significant impact on some children's learning because detailed information about children's needs are not always effectively shared with all staff. Plans for children's continued learning are appropriate and are beginning to be shared with parents so that learning can be maximised at home. Children are motivated to explore due to the well-planned, indoor and outdoor environment. Some children have noticeably increased concentration when playing outside.

Personal development, behaviour and welfare are good

Staff get to know the children and their families very well. The regular 'stay and play' sessions have further strengthened relationships; some parents have welcomed this added insight into their children's learning. Supported by the trusting relationships with key workers, children are relaxed, confident and very settled. They behave very well when engaged in activities and learn to listen attentively to staff at group times. Children are confident in the regular routines that support their independence, health and wellbeing. For example, they happily help to tidy up and learn why they need to brush their teeth. They also have great fun developing their strength and skills in the nursery garden.

Outcomes for children require improvement

Children make steady rather than good progress. They are happy, active and inquisitive in their play. They are emotionally secure and gain some useful skills in readiness for their next stage in learning and the move on to school. However, teaching and learning are not consistently good which slows the progress some children make.

Setting details

Unique reference number	314600
Local authority	East Riding of Yorkshire
Inspection number	1117165
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	44
Number of children on roll	27
Name of registered person	Christ Church Community Services
Registered person unique reference number	RP518455
Date of previous inspection	20 June 2017
Telephone number	01262 401902

Christ Church Early Learning registered in 2000 and is situated in Bridlington. The setting employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. One member of staff holds qualified teacher status. The setting opens from Monday to Friday, term time only from 9am until 3.45pm. The setting provides funded early education for two-, three- and four-year-old children.

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