

St Christopher's Pre-school



St Christophers Church Centre, Pepys Avenue, Thornhill, Southampton, Hampshire, SO19 6PJ

Inspection date 8 January 2018
Previous inspection date 19 March 2015

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

- The manager effectively oversees the robust systems for the safe and successful running of the pre-school and continually generates improvements for children.
- Staff are sensitive and help children form secure emotional attachments. The key-person system successfully provides a strong base for children's learning and well-being.
- Staff work closely with parents and other professionals to tailor individual planning to meet children's needs, including children who have special educational needs (SEN).
- Staff regularly observe and check children's progress, and communicate effectively with others, providing accurate assessments. This leads to detailed individual planning and enables all children to make consistently good progress from their starting points.
- Children make good progress in their mathematical development. Staff provide good levels of challenge. For example, they encourage children to discuss quantities and solve problems when they pour sand into different-sized pots.
- Parents receive good support from staff to help their children's language development at home.

It is not yet outstanding because:

- Staff do not provide children with regular opportunities to use their home language during their play to extend their learning.
- Staff do not always provide opportunities for children to use information and communication technology.

What the setting needs to do to improve further

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

- support children's home language more to enhance their learning opportunities
- increase opportunities for children to use technology in their everyday play.

Inspection activities

- The inspector had a tour of the pre-school inside and outside.
- The inspector sampled policies and children's records, including observations and planning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and took their views into consideration.
- The inspector observed staff interactions with children.

Inspector

Tiffany Morris

Inspection findings

Effectiveness of the leadership and management is good

The manager effectively uses accurate evaluation to continually make improvements to the setting. For example, she has made group times shorter for younger children to enable them to develop their attention and listening skills. Safeguarding is effective. The manager and staff have a thorough understanding of child protection procedures to keep children safe. The manager is well organised and uses funding effectively, for example, for relevant training. As a result, staff regularly develop their knowledge and skills, and support individual children's needs well. The manager observes staff regularly, which enables her to identify any further training needs. For instance, training to support children's communication has improved how staff question children, which they share with parents for consistency. Children make good progress in their language and communication.

Quality of teaching, learning and assessment is good

Teaching is consistently good. Staff skilfully question children to extend their learning, and they show great enthusiasm when children use their imaginations in play. For example, staff pretend saucepans are hot and prompt children to consider keeping safe when they are pretending to cook. Staff provide a broad range of exciting activities and resources. Staff encourage children to join in physical activities, such as using ride-on scooters, and support children to use their large muscles. Staff work with parents effectively and act on children's individual interests. For instance, they have created a 'dinosaur' area where children can use their imaginations and develop their learning experiences.

Personal development, behaviour and welfare are good

Staff provide a warm welcome and greet children with enthusiasm. They use their individual knowledge of children well and recognise when to provide support. For example, staff recognise the needs of new children and show consideration to their feelings. They sensitively explain how to use equipment, such as the handwashing machine, and provide a warning that it makes a loud noise. This supports children to confidently and independently use equipment, and develop their self-care skills to support their personal hygiene routines. Children behave well and have a good understanding of the routines and boundaries. This helps children to feel safe and, as a result, they feel secure and play freely.

Outcomes for children are good

Children confidently count and understand 'less' and 'more'. They use a wide range of resources to build their writing skills indoors and outdoors. For example, outside they enjoy making marks with sticks in mud. All children gain a good understanding of making healthy choices. They enjoy singing about different fruit and vegetables and how they can make their bodies stronger.

Setting details

Unique reference number	131564
Local authority	Southampton
Inspection number	1089437
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	47
Name of registered person	St. Christopher's Playgroup Thornhill Committee
Registered person unique reference number	RP903916
Date of previous inspection	19 March 2015
Telephone number	07748226933

St Christopher's Pre-school registered in 2001. It is located in the Thornhill area of Southampton. The pre-school is open Monday to Thursday from 9am until 3.30pm and on Friday from 9am until midday during school terms. The setting receives early years funding for two-, three- and four-year-old children. There are four staff, who all hold appropriate early years qualifications.

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