

# Christ Church Pre School Nursery

Christ Church, London Road, Braintree, CM7 2LD



## Inspection date

11 January 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Management and staff demonstrate a strong commitment to the nursery. They are enthusiastic and work well together as part of a friendly and motivated team who meet children's individual care and learning needs.
- Staff are committed to working together with parents. Partnerships are well established. Parents are kept well informed about their children's day and are actively encouraged to remain involved in their learning and development.
- Staff support children's speech and language development effectively. They engage children in conversation, ask questions to encourage them to think and actively listen to what they have to say.
- Staff are exceptionally caring towards the children. Children mostly come into the nursery readily. Those who do not are gently supported by staff to separate from their main carer. Children develop secure emotional bonds with staff.

### It is not yet outstanding because:

- The quality of staff interaction with children is not consistently high at times of transition between activities as it is at other times during the session. Staff are distracted with routine activities, such as supervising hand washing and preparing tables for meals.
- Staff do not always pronounce initial sounds accurately when supporting children's developing awareness of naming and sounding the letters of the alphabet.

## What the setting needs to do to improve further

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

- support staff to maintain the quality of interaction with children throughout the day, especially at times of transition between routine activities, to ensure that children continue to enjoy a high standard of play, teaching and learning
- make the most of opportunities to help children learn to hear and say the initial sounds in words correctly, further promoting their early reading skills.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the provider/manager.
- The inspector held a meeting with the provider/manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

The nursery is led and managed well. Reflective practice is embedded into the self-evaluation process and contributes to the drive for continuous improvement. There is an established programme of supervision for all staff and their professional development is encouraged. Staff implement their learning into the nursery. For example, following training, sign language has been introduced to support the development of children's communication. Managers monitor the learning and development requirements. They are able to quickly identify and manage any emerging gaps in children's learning. Strong partnerships have been established with local primary schools, helping to fully support children as they prepare for their move on to the Reception class. Safeguarding is effective. Staff understand their responsibilities with regard to child protection.

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

Staff evaluate their observations of children well. This supports them to identify where children are in their learning and what they need to do to support children's continuing progress. Staff engage in the children's play and learning. They know the children well and adapt activities to ensure that children are able to participate at their own level. For example, when children take part in an activity to sequence numerals, staff use smaller numbers, such as one to five and larger numbers, such as 15-20, dependent on the children's individual stage of understanding. The quality of teaching is good overall. Children benefit from a range of interesting resources that help to support their progress across all areas of learning. Children's natural instincts to discover and explore are supported well. They readily self-select from the range of resources available to them.

### Personal development, behaviour and welfare are good

Staff provide a welcoming learning environment. Settling-in procedures are tailored to the individual needs of each child and their family. The key-person system is effective. It helps staff build friendly and trusting relationships with children and parents. Staff are committed to working together with parents and help them to stay actively involved in their children's learning. Parents hold staff in high regard, describing them as 'amazing', 'caring' and 'friendly'. Children behave well and develop friendships with each other. Consistent 'rules for the room' are used effectively to help children understand what is expected of them. Good behaviour and individual efforts are valued and praised. Staff support children to develop a positive sense of themselves. They help children to learn about their local community and the wider world beyond their own experiences.

### Outcomes for children are good

Children make good progress and develop the key skills needed to be ready for school. Children are motivated learners who develop in independence and confidence. Children manage their self-care skills relevant to their age and understand the importance of good hygiene routines. They enjoy books and sitting with adults to listen to stories. Older children recognise letters from their written name and attempt to write them.

## Setting details

<b>Unique reference number</b>	EY495320
<b>Local authority</b>	Essex
<b>Inspection number</b>	1032076
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	106
<b>Name of registered person</b>	Christchurch Pre-School Nursery Limited
<b>Registered person unique reference number</b>	RP906989
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07905 610843

Christ Church Pre School Nursery registered in 2015. The nursery employs 18 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until midday and 12.30pm until 3.30pm. Children are able to stay for lunch club which runs from midday until 12.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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