

# St Chad's Pre School

Coniston Primary School, Epney Close, Patchway, Bristol, BS34 5LN



<b>Inspection date</b>	7 March 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager monitors staff well and supports them to develop their skills and knowledge. For example, recent training on healthy eating has been shared with parents to help them better understand balanced diets for children.
- Key persons have exceptional relationships with parents and children. They visit children in their homes before starting at the settling and, where possible, siblings have the same key person. Children settle quickly from the start and key persons know families exceptionally well.
- Staff make accurate assessments of children and rapidly identify when children need extra help. All children, including those who have special educational needs (SEN) and/or disabilities and those learning English as an additional language, make good progress.
- Staff provide activities and stimulating environments for children to make confident choices about their learning and follow their ideas.

### It is not yet outstanding because:

- The manager does not ensure that staff consistently know when to intervene or not, in ways that enhance children's enjoyment and learning.
- Staff do not always communicate as well as they could with each other to meet all children's needs. This means that those engaged with specific children do not notice that others may need support to engage in and extend their learning experiences further.

## What the setting needs to do to improve further

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

- help staff to recognise whether or not children need any support when engaged in self-chosen activities, to enhance their enjoyment and learning
- improve staff skills so that they meet all children's needs more consistently and effectively as a team, and provide those children who need individual help and attention with constructive interaction to engage them in positive learning experiences.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors.
- The inspector took into account the views of parents spoken to on the day of the inspection and through written testimonials.
- The inspector carried out two joint observations with the pre-school manager, one for the toddlers and one for the pre-school children.
- The inspector had a leadership and management meeting with the pre-school manager.
- The inspector looked at samples of paperwork, including staff qualifications, risk assessments, policies and procedures, and children's records.

### Inspector

Anita McKelvey

## Inspection findings

### Effectiveness of the leadership and management is good

The manager continually looks for ways to improve the setting, seeking the views of parents, children and staff regularly. Recent changes have seen improvements to the role-play room, which now has a bedroom, kitchen and lounge for imaginative play. Staff have attended courses for raising and evaluating the quality of provision for the two-year-olds. Staff help parents well to support children's learning at home. For example, they run language classes to help parents understand better how to help children speak and listen well. Safeguarding is effective. For example, staff training for recognising potential risks for vulnerable children and changes to the way they administer medicines ensures children's welfare, well-being and safety. The manager and staff understand their safeguarding procedures well to protect children from harm.

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

Staff know children well and plan effectively for their learning and development. Staff enhance children's achievements in mathematics effectively. For example, they use glitter foam shapes and make pattern cards to help children learn shape names and make objects, such as a space rocket. Children love the new light box and coloured jigsaw pieces which they fit together well, matching colours and creating patterns. Staff encourage children's listening and speaking as they read a story about a mouse and a monster. They ask questions that encourage children to suggest what might happen next and use signs to help explain what is happening.

### Personal development, behaviour and welfare are outstanding

Children show an excellent understanding of keeping safe. For example, during pretend play they pretend to cut trees with a chainsaw, telling staff they must put on gloves and 'headphones' to protect their hands and ears. Other children very skilfully negotiate pathways round the outdoor space on balance bicycles, avoiding obstacles and stopping before they bump into the kerb. Children manage feelings very well and show exceptional care for others. For example, they check with staff when someone else takes the rolling pin, then politely ask for it back. Staff value children's achievements. For instance, they praise them highly and provide excellent support when children share the paintings they have done. Children cooperate extremely well with others as they work together to build a complex tower with the blocks.

### Outcomes for children are good

Children have fun and are eager to learn. They enjoy energetic games outdoors, pretending to be dinosaurs, wolves, or favourite characters from films. They seek out others to join in their play. Children show curiosity and explore well. For example, they roll wheeled toys in paint and on paper. They exclaim excitedly as they make criss-cross patterns and discover that yellow and blue make green. Children receive good support to prepare them for school. For example, they dress up in different school uniforms and look at pictures of schools in books made by the staff.

## Setting details

<b>Unique reference number</b>	EY496893
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	1034389
<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 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	St Chad's Pre-School Committee
<b>Registered person unique reference number</b>	RP522218
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01179334992

St Chads Pre School re-registered in 2015. It is based in Bristol. The pre-school operates from 8am to 6pm from Monday to Friday, term time only. There are nine members of staff who work with the children. Of these, six hold appropriate childcare qualifications at level 3 and the manager holds early years professional status. The pre-school receives funding for the provision of free early years education for children aged two, three and four years.

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