

St Andrews Church Pre-School



St. Andrews Parish Centre, 123 Shelbourne Road, Bournemouth, Dorset, BH8 8RD

Inspection date	22 March 2018
Previous inspection date	11 June 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

- Staff have a shared approach to children's learning. They have forged positive relationships with parents and other early years professionals to provide continuity of care and to support children's development, including children who have special educational needs.
- Children are happy and settle well. They demonstrate good levels of confidence, independence and self-esteem as they lead and make choices about their play. Children choose and enjoy sensory experiences with bubbles.
- Staff use regular observations to make accurate assessments of children's progress and attainment. They ensure that planning provides opportunities for children to develop abilities and knowledge across all areas of learning.
- Since the last inspection, management has ensured that staff have completed training courses and made changes to the provision. They focus well on maintaining good standards in mathematics and ensuring that children learn how to handle books and writing materials to support their literacy development.

It is not yet outstanding because:

- Although staff use self-evaluation to help develop their planning, sometimes they are not as clear as possible about identifying precise targets for improvement in their practice.
- The manager does not consistently critically evaluate the progress groups of children make to precisely target improvements and provide learning of the highest quality.

What the setting needs to do to improve further

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

- enhance self-evaluation procedures further to more clearly identify precise targets for improvement in practice and assess the impact that any changes have on children's learning
- use information from assessments more effectively to monitor the learning and progress being made by different groups of children to help target the teaching even more precisely.

Inspection activities

- The inspector observed children and staff during activities indoors and outdoors.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held meetings with the management team.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation and the pre-school's policies and procedures, including those related to the suitability of staff.
- The inspector read reports from local authority advisers.

Inspector

Rachel Cornish

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Management has a strong understanding of safeguarding matters. They ensure that staff are fully aware of the signs and symptoms that may be a cause for concern and the procedures to follow to safeguard children. The committee is wholly involved in the pre-school and understands fully its role and responsibilities. It has a clear vision of how management should lead and manage the pre-school. The manager supports the well-qualified staff through regular meetings and training to update their professional knowledge. For example, the manager has encouraged staff to develop beneficial approaches to help children with their communication and language, including children who are learning English as an additional language.

Quality of teaching, learning and assessment is good

Experienced staff use a wide range of effective teaching strategies which helps children to make good progress in their learning. They are an enthusiastic team and work well together. Accurate tracking of the progress of individual children means that staff know what children need to learn next and ensures that they quickly identify and address any gaps in learning. Staff carefully manage the environment. For example, they develop children's interest in building by providing resources, such as road signs and a crossroad to the large vehicle area, to extend learning. Staff engage warmly with children and explain things carefully, for instance they take time to describe the shapes they draw to ensure children have an accurate understanding.

Personal development, behaviour and welfare are good

Staff are positive role models for children. They consistently use good manners when talking to children and each other. Children develop friendly relationships and staff help them to learn how to manage their feelings well. Staff make very good use of the extensive hall to encourage children's physical development. Children are adventurous. They safely negotiate the space around the hall using bicycles and scooters. Staff encourage all children to become extremely independent. They know the importance of washing their hands and help themselves to fresh fruit in their snack cafe. An effective key-person system ensures children's emotional needs have high priority and that staff meet their individual needs well. Children develop a positive awareness of others. They learn about the cultures of other people and look at different festivals and celebrations.

Outcomes for children are good

Children are making good progress in relation to their starting points. They gain valuable skills that help them in the next stage of their learning and their eventual move to school. For example, children prepare snacks and help to clear up before going outside. Children enjoy expressing their creativity. They swirl paint onto bubble wrap to make patterns on paper and show delight in joining in with action songs. Children develop positive social skills as they learn to share and take turns with their friends. For example, they use the timer, so they can see when it is their turn to play on a popular vehicle in the large hall.

Setting details

Unique reference number	100520
Local authority	Bournemouth
Inspection number	1088830
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	20
Number of children on roll	26
Name of registered person	St Andrews Church Pre-School Committee
Registered person unique reference number	RP519754
Date of previous inspection	11 June 2015
Telephone number	01202 950300

St Andrews Church Pre-School registered in 1995. It is located in Bournemouth, Dorset. The pre-school is open during term time only from 8am to 1pm and provides extended sessions on Monday and Thursday to 4pm. The pre-school employs seven members of staff. Of these, six have an early years qualification at level 3 and one has a level 2 qualification.

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