

# Counterslip Baptist Church Pre School

648 Wells Road, Whitchurch, Bristol, Avon BS14 9HT



<b>Inspection date</b>	3 October 2018
Previous inspection date	5 December 2017

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires improvement	3
Effectiveness of 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

### The provision requires improvement. It is not yet good because:

- Some staff do not understand how to assess children's progress, and their observations and assessments do not reflect children's capabilities accurately.
- Systems for monitoring children's progress are not fully understood by all staff. Managers and staff are unable to identify gaps in learning accurately and tailor planning to close these. Outcomes in learning are not good.
- Although staff gather general information from parents when children first attend, this does not focus on what each child can already do, to meet their learning needs fully.
- Self-evaluation is not fully effective. The manager has not identified weaknesses in the accuracy of monitoring and staff's understanding of the assessment procedures.

### It has the following strengths

- Children develop physical skills well and find out about healthy lifestyles. They enjoy using the garden to ride bicycles and balance on the bridges that they make, and staff remind them to rest when they are hot.
- Children develop secure relationships with the staff and other children in the setting.
- Children take part in community events, such as supporting the food bank and harvest festival, which help them learn about the lives and beliefs of people from backgrounds different to their own.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide staff with support and guidance to raise their understanding of monitoring children's progress	18/10/2018
ensure that monitoring of children's development is accurate to identify gaps in their progress and plan their next steps, to narrow gaps in learning.	18/10/2018

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

- extend partnerships with parents to find out what their child can already do when they start at the setting, to help staff establish children's starting points
- strengthen methods used for self-evaluation to identify weaknesses in practice and to target improvements effectively.

### Inspection activities

- The inspector observed the quality of teaching, and the interactions between the staff and children.
- The inspector looked at written documents, including staff files, policies, procedures, and risk assessments.
- The inspector held a leadership and management meeting with the manager and spoke to the staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the leader. She took into account the views of the parents spoken to on the day of the inspection.

### Inspector

Victoria Nicolson

## Inspection findings

### Effectiveness of leadership and management requires improvement

The manager and staff evaluate some aspects of the provision and reflect well, for example, on the children's learning environment. However, the manager has not identified the weaknesses in monitoring children's progress. She has not made sufficient use of supervision and coaching to support staff to strengthen their knowledge and understanding of the assessment process. The manager understands her responsibility to keep children safe. She follows robust procedures to employ staff who are suitable for their roles. The manager and staff fully understand child protection issues. They are aware of the local procedures that they should follow to report concerns about a child's welfare. The arrangements for safeguarding are effective.

### Quality of teaching, learning and assessment requires improvement

Staff have not extended their partnerships with parents to gather information about children's development when they first attend the setting, to support them in meeting each child's learning needs from the start. Staff's observations and assessments are not accurate and sometimes fail to reflect children's capabilities. Staff do not monitor children's progress well enough to identify gaps in learning and to plan for their next steps. Staff do, however, use children's interests to provide appropriate activities and learning opportunities. For example, children work alongside staff to paint and create their own monster, based on their interest in a story. Staff provide some exciting activities for children to take part in. For instance, children search excitedly through leaves and straw, using magnifying glasses to examine insects and hibernating animals.

### Personal development, behaviour and welfare are good

Staff support children's emotional needs well. They use effective methods to support children with their transition into the setting. For example, staff take time to visit children in their homes, using the opportunity to begin to build relationships with children and their families. Children are settled and behave well. They learn to manage their feelings and behaviour independently. For instance, children are independent as they fetch sand timers to support them in sharing the resources with their peers. Staff support children to learn about the environment, and how to care for it. For example, they provide different recycling bins and encourage children to think about their rubbish and what it is made of as they take part in recycling.

### Outcomes for children require improvement

Children gain some skills that prepare them for the next stage of their learning. However, the weaknesses in assessment, monitoring and planning limit the progress children make. Children are confident and motivated to learn. Older children develop friendships with their peers and are sociable and imaginative in their play. Younger children are curious. For example, they enjoy exploring technology as they use the cameras and work out how to view their pictures.

## Setting details

<b>Unique reference number</b>	106937
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10079763
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Counterslip Baptist Church Pre-School Committee
<b>Registered person unique reference number</b>	RP523619
<b>Date of previous inspection</b>	5 December 2017
<b>Telephone number</b>	07703706046

Counterslip Baptist Church Pre School registered in 2003. The pre-school is open Monday to Thursday from 8.15am until 3.45pm and on Friday from 8.15am to 12.15pm. It operates during term time only. The pre-school receives funding for the provision of free early education to children aged three and four years. The pre-school employs eleven members of childcare staff, most of whom hold relevant childcare qualifications at level 3 or above.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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