

Corpus Christi Pre-School

Parish Hall, Lowshoe Lane, ROMFORD, Essex RM5 2AP



Inspection date	28 November 2018
Previous inspection date	11 May 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
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 is a provision that requires improvement

- Staff do not consistently keep an accurate daily record of children's hours of attendance.
- The provider does not ensure that all required documentation and information is easily accessible and available for inspection.
- The manager does not have a system in place to compare the progress made by different groups of children, to make sure that no group is disadvantaged or falls behind.
- Although the manager and staff evaluate the provision and know what they need to do to improve, they do not take prompt enough action to make sure requirements are consistently met.

It has the following strengths

- Staff observe individual children's learning effectively. They consider this information to plan what children need do next and to help them make good progress.
- Children are happy and they develop close attachments with their key person. Staff remind children to share and take turns to use resources, to strengthen their social development.
- Staff build partnerships with parents and they encourage them to extend children's learning at home. Parents provide complimentary feedback about staff. For example, they speak positively about staff's close relationships with children and about how well they support children's learning.
- Staff act as positive role models to children and they set clear boundaries to help teach them right from wrong.

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
keep and maintain an accurate daily record of children's hours of attendance	19/12/2018
ensure all required records are accessible and easily available.	19/12/2018

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

- strengthen the arrangements for comparing the progress made by different groups of children to swiftly identify whether any group is being disadvantaged or is falling behind
- use self-evaluation more effectively to quickly identify and address areas for development and make sure all requirements are consistently met.

Inspection activities

- The inspector observed the quality of teaching in the playrooms and the outdoor play area, and looked at some of the children's assessment records and planning documentation.
- The inspector held discussions with staff about their roles, and assessed their understanding of how to meet the requirements of the early years foundation stage.
- The inspector held discussions with the manager during the inspection.
- The inspector took account of the views of children and parents during the inspection.
- The inspector conducted a joint observation with the manager.

Inspector

Martina Mullings

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff have a secure understanding of their role in protecting children. They are familiar with the procedures to follow to report any concerns about children's safety to the relevant authorities. The provider and manager do not ensure all statutory requirements are fully met. For example, they do not ensure children's daily hours of attendance are recorded accurately. They do not ensure that all required documentation and information is easily accessible and available for inspection. The manager completes staff's induction and supervision meetings to make them aware of their responsibilities. She arranges ongoing professional development opportunities to help further enhance their teaching skills. Although staff assess individual children's progress, the system to compare the progress made by different groups of children is not fully developed. As a result, the manager cannot quickly establish that no group is falling behind or is becoming disadvantaged. The manager does not ensure all areas for development are promptly addressed to swiftly improve the quality of the provision.

Quality of teaching, learning and assessment is good

Staff plan exciting learning opportunities to match individual children's interests and to extend their knowledge effectively. For example, they provide materials for them to make Christmas decorations and to write a letter to Santa Claus. They use this interest to help children to develop their creative and early writing skills. Staff read children stories to develop their interests in books and they encourage them to join discussions to help strengthen their communication skills. Children learn to express themselves through the use of words, body language and emotions. Staff provide opportunities for children to learn how to operate and use technology well. Children enjoy the role-play activities and they learn to use their imagination effectively. For example, they explore in the kitchen area and pretend to cook. Staff make use of children's play to talk with them about the benefit of eating healthy food.

Personal development, behaviour and welfare are good

Children are active and they learn to use a range of rigorous resources to help develop their physical skills well. For example, they climb and use the slide, balance on a seesaw and ride a tricycle. Staff remind children to keep themselves and others safe during their play. They encourage them to explore with a wide range of indoor and outdoor activities to help them develop new interests. Children are clear about their own likes and dislikes, and they learn to make decisions about their play independently. Children willingly help to tidy up and pack away resources. Children welcome staff's positive words and encouragement. Staff make children aware of their achievements, they display the artwork and crafts children produce.

Outcomes for children are good

Children make good progress in relation to their individual starting points. They develop skills to prepare them for the move on to school. Children of all ages are encouraged to make decisions and develop their independence. For example, they learn to lead their own play and they suggest their own ideas for activities. Children demonstrate good understanding and they follow simple instructions well.

Setting details

Unique reference number	EY355256
Local authority	Havering
Inspection number	10071453
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	27
Name of registered person	Jenkins, Kimberly
Registered person unique reference number	RP514992
Date of previous inspection	11 May 2015
Telephone number	07949187273

Corpus Christi Pre-School registered in 2007. It is situated in Collier Row, Romford. The setting is open Monday to Friday, from 8.30am to 3.30pm, during term time only. The provider employs six staff. All staff hold early years qualifications at level 3 or 4.

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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