

Christchurch Pre-School

Christ Church Pre School, Church Road, Hanham, BRISTOL BS15 3AE



Inspection date	9 January 2019
Previous inspection date	6 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- The manager is passionate about her role in leading the pre-school. She works closely with staff and the committee to continually identify ways to develop the pre-school further. They link with local authority advisers and other settings to keep abreast of changes to legislation and to gain good practice ideas.
- Staff are friendly, caring and attentive to what children say and do. They help children settle very well into pre-school and build their confidence effectively. Children are happy and develop strong and beneficial relationships with staff.
- Partnerships with parents are strong. Staff work hard to support an ongoing two-way flow of information with parents. For example, daily chats and regular newsletters, as well as discussions and evidence seen at parents' meetings support a consistent approach to meeting children's needs.
- Staff are kind and very patient. They provide consistent and clear explanations when children are struggling to understand expectations. Children behave well. They learn to take turns, play cooperatively and manage their emotions. This includes those who require particularly perceptive intervention and additional support.
- Staff observe children as they play, tracking their achievements closely. They know children very well. They follow their interests and focus carefully on their individual learning needs. Children make good progress from their starting points.
- Staff do not consistently gain information from other providers of settings that children attend, to support a continual progression in children's development.
- At times, staff do not plan well enough to successfully encourage all children's involvement in activities and fully develop their attention and listening skills.

What the setting needs to do to improve further

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

- strengthen the sharing of information with other settings children attend, to support continual progression in their development
- devise better ways to encourage all children's involvement in activities and develop their attention and listening skills further.

Inspection activities

- The inspector observed activities in the main playroom and the outside learning environment, and conducted a joint observation with the manager.
- The inspector held a meeting with the chairperson of the committee and the manager of the provision. She spoke with staff, other committee members and children throughout the inspection, when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and by reading a number of comments on messages given to the manager.

Inspector

Rachel Howell

Inspection findings

Effectiveness of leadership and management is good

The manager leads effective systems for recruiting, inducting and supervising staff. She evaluates and analyses children's progress and monitors the quality of teaching, to outline ways to improve the outcomes for children further. She supports staff to undertake additional training, such as to complete early years qualifications and to enhance the pre-school's outdoor play opportunities. Safeguarding is effective. The manager works with key committee members to ensure vetting procedures for staff and the committee are thorough. Staff understand what to do if they are worried about the children in their care. They implement procedures and risk assessments efficiently. They are vigilant in their security procedures and supervision of the children, to ensure children receive good care and are kept safe.

Quality of teaching, learning and assessment is good

Children enjoy trying different experiences. Staff are very reassuring and join in readily, inspiring children to have a go. For instance, children develop their small-muscle skills effectively as they use utensils to explore a cornflour and water mix. They add resources and spend considerable periods of time following their interests. They bury toy cars in the mixture and experiment further as it hardens and dries. Children develop their early writing skills. Staff inspire older children to make purposeful marks, such as to copy and form numbers, labelling items in the role-play shop. Children enjoy expressing themselves using art materials. Staff act as effective role models. They use clear speech and early signs to help children learn new words as they explore different colours of paint and variety of pencils. Children concentrate well and create pictures linked to their experiences, such as a rainbow.

Personal development, behaviour and welfare are good

Staff encourage children's health and well-being effectively. Children enjoy the freedom to move between the indoor and outdoor spaces. They develop their physical skills using a variety of equipment outside. Staff join in with children's exploration, extending their learning well. For example, they encourage children to discuss their plans and offer ideas and other resources, such as shells, as children decorate their sand creations. The pre-school has good links with the local community. Staff develop children's understanding of the world well through a variety of trips. For example, children enjoy singing sessions at the local residential home, visit the zoo and join in local activities and celebrations, such as Easter egg hunts.

Outcomes for children are good

Children's communication skills are progressing well, including those who learn English as an additional language and those that require extra support. Children learn to consider the needs of others and build friendships. They develop a sense of responsibility and learn to recognise risks. Children use equipment, such as sand timers to help their group of friends take turns with resources. They listen well to staff's reminders on safety and adapt their behaviour appropriately. For instance, they stop running inside and are careful when manoeuvring large play construction items. Children gain a good range of skills for their future learning and their move on to school.

Setting details

Unique reference number	135972
Local authority	South Gloucestershire
Inspection number	10072392
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	56
Name of registered person	Christchurch Pre-School Committee
Registered person unique reference number	RP522026
Date of previous inspection	6 June 2016
Telephone number	07410 506100

Christchurch Pre-School registered in 2001 and has been operating since 1996. The pre-school employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications from levels 2 to 6. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for three- and four-year-old children.

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