

St Nicholas Pre-School

St Nicholas Church, Broadway, Bournemouth BH6 4EP



Inspection date	11 July 2019
Previous inspection date	10 February 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 owner/manager is very much part of the team and involves herself in all aspects of the service the pre-school provides. Staff use their individual skills effectively and work well together to provide good-quality care and teaching.
- The owner/manager and staff provide a well-equipped learning environment, indoors and outdoors. Play spaces have been thoughtfully arranged and children make full use of the exciting opportunities that have been organised.
- Attachments between staff and the children are well established and relationships are secure. Younger children thoroughly enjoy it when the staff follow their lead and join in their self-chosen activities. Older children talk to staff about the paintings and collages they make.
- Staff work closely with parents and other professionals to meet the needs of individual children who attend. They share strategies to develop children's communication and language skills. Parents say their children are very happy and that they are very confident in the care of the owner/manager and the staff.
- Staff do not always make the best use of opportunities to encourage children to solve problems and think further.
- The owner/manager does not make the best possible use of self-evaluation systems to identify areas for future improvements to their practice that particularly benefit children's future learning and development.

What the setting needs to do to improve further

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

- further extend learning, for example by using questions that challenge and make children think, to raise the quality of teaching to an even higher level
- extend further the systems for self-evaluation to identify and develop areas that will have the greatest impact on outcomes for children's learning and development.

Inspection activities

- The inspector observed the interactions of staff with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff, and took their views into consideration.
- The inspector carried out a joint observation with the manager.

Inspector

Rachel Cornish

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The owner/manager ensures that all staff have a good knowledge of the safeguarding procedures to follow to help protect children's safety and welfare. They know who to contact to seek advice and raise and follow up concerns. The owner/manager deploys the staff well in all learning areas, including outdoors, to help ensure that all children remain safe. She is keen to keep the staff's knowledge up to date and skilled for their main roles and responsibilities. For instance, most staff hold current certificates in paediatric first aid and child protection. Recent training has helped staff to further refine the already good arrangements for observing children as they play, to help identify gaps in their development.

Quality of teaching, learning and assessment is good

Staff are knowledgeable about children's progress. They use their knowledge of how children learn to provide a range of different learning opportunities for them throughout the day. Staff support children to develop physical skills and confidence while using tools such as scissors and rolling pins to manipulate dough. They encourage children to use the dough in an imaginative way. For example, children pretend their dough shapes are either snails or a person's face. They show sustained concentration as they carefully manipulate a pair of scissors, working out how to gain control before successfully cutting into the dough. Staff know when to allow children to try things for themselves. For instance, children join their friends to experiment and see how different toy cars and trucks travel along guttering.

Personal development, behaviour and welfare are good

Staff establish clear boundaries, rules and routines. Children are happy and keen to engage in play when they enter the setting. They show consideration for their peers and behave well. Staff support children effectively to help them manage their personal care needs independently. For instance, children wash their own hands before snack time. Snack time is a calm and social occasion where children of all ages sit together and enjoy healthy snacks. Children have good opportunities to challenge their physical skills outside and explore different ways to move. For example, as they excitedly scoop up water using different sized containers, balance on stepping blocks and ride wheeled vehicles. Children visit the beach and local nature walks with staff regularly, which helps to extend their experience of the world around them.

Outcomes for children are good

All children make good progress in relation to their individual starting points. They gain good skills to support their future learning. Children learn to understand that mathematics has a purpose. For example, they enjoy counting the number of friends they have on their table at snack time and count the right number of plates and cups that they need. Children are developing their literacy skills well. For instance, younger children develop their skills in early writing as they participate eagerly in drawing and making marks on pieces of paper. Older children recognise their names independently during self-registration.

Setting details

Unique reference number	EY481145
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10076246
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	44
Name of registered person	Ormesher, Wendy Catherine
Registered person unique reference number	RP516868
Date of previous inspection	10 February 2016
Telephone number	07546 889868

St Nicholas Pre-School registered under new ownership in 2014. It operates from the church hall in St Nicholas Church, in Southbourne, Dorset. The pre-school operates on weekdays from 9am to 1pm during term time only. On Thursday the morning session runs from 9am to midday and there is an additional afternoon session from 1pm to 4pm. The pre-school is in receipt of government funding for free nursery education for children aged two, three and four years. A team of five staff, including the proprietor, work with the children. Of these, one has an early years qualification at level 6 and three have a level 3 qualification.

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