

# Inspection of Pals Christ Church

40 Lubbock Road, Chislehurst BR7 5JJ

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Inspection date:

9 January 2020

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

Children flourish in this safe and stimulating environment. They are deeply motivated and engaged by the array of activities and resources on offer. Practitioners consider very carefully how to set out the premises and organise routines to support learning. Equipment is presented attractively to inspire children to learn. Children are highly sociable, and attempt to help new children. For example, they help to explain to new arrivals how to use the visual timetable. Children settle very quickly. During their first days at the setting, staff observe them closely to identify their needs. They provide comfort and gentle encouragement to help children to feel secure and welcome. Children form extremely strong bonds with their key persons. They look to them for support when they need help or reassurance. Practitioners speak of their key children fondly, and know them very well. They structure learning experiences so that children make the best possible progress. Parents say that their children consistently learn new vocabulary. They receive regular and highly informative newsletters, and have frequent opportunities to speak with practitioners formally and informally. Children's health and physical development is very well supported. Children take part in vigorous daily exercise sessions and thoroughly enjoy their time at the setting.

### What does the early years setting do well and what does it need to do better?

- Children participate in story time enthusiastically. They identify books by the same author and find the start and ending of a story. The setting places a strong emphasis on literacy, and fosters in children a real love of books and reading. A wide variety of high-quality books are available in every room, as well as outdoors.
- Children are extremely well engaged by the rich variety of experiences planned to promote learning across all areas of the curriculum. They have many opportunities to learn about cultures and families beyond their own. Practitioners are particularly skilled at identifying spontaneous teaching moments to extend children's learning. At snack time, adults introduce mathematical concepts by asking children to identify when the water jug is full, half full or empty.
- Practitioners use their expert knowledge of the ways in which children learn to organise activities to suit their different learning styles. For example, they use the outside forest school area to plan highly engaging literary activities to interest children who learn best outdoors.
- Children learn to communicate and express their feelings very effectively. They speak in group situations with great confidence, and express their ideas clearly. They take turns, show respect and listen to each other attentively.
- Children have a well-developed understanding of how to stay safe. For example, when crossing the church car park to get to the forest school area, they explain

confidently that they must wait for an adult and look out for cars.

- Children are highly independent and show great perseverance. Practitioners support children to develop self-confidence and resilience. For example, when children attempt to fasten the zips on their coats, they try repeatedly and often succeed. Practitioners stay close at hand, but allow them plenty of time to manage by themselves.
- Children with speech and language difficulties learn to express their feelings. The special educational needs coordinator has specific training to assist her in this role. Practitioners work with other professionals and parents effectively to set achievable targets. Children with special educational needs and/or disabilities make excellent progress.
- Leaders construct a broad curriculum which is responsive to children's individual needs, and structured to ensure all children make the best possible progress. Highly effective performance management systems are in place. Leaders monitor provision, ensuring the quality of teaching is consistently high.
- Practitioners work together exceedingly well and share their expertise. Leaders are extremely supportive and ensure practitioners have a secure understanding of how children develop. Practitioners have time every week to complete children's records and plan activities. This enables them to plan exciting activities in response to children's individual needs.
- Children are exceptionally well behaved. They understand expectations for their behaviour and ask practitioners for support when needed. For example, when two children had trouble sharing cutters at the dough table, they called for a member of staff, who explained patiently how to count and divide the cutters equally.

## Safeguarding

The arrangements for safeguarding are effective.

The manager has an extensive knowledge of safeguarding issues. She attends regular training and conferences, which enables her to provide guidance and support for the staff. She ensures that safeguarding remains a high priority and is discussed at every staff meeting. Practitioners know the signs that may indicate a child is at risk of harm, and understand the actions they must take. Leaders act swiftly to minimise risks and to reinforce procedures to keep children safe. For example, they remind parents and visitors about the safe use of mobile telephones at the setting. Robust recruitment procedures are in place to ensure staff are suitable to work with children.

## Setting details

<b>Unique reference number</b>	EY481245
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10137819
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	33
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Robinson, Teresa Rachel
<b>Registered person unique reference number</b>	RP511622
<b>Telephone number</b>	02033701700
<b>Date of previous inspection</b>	19 May 2016

## Information about this early years setting

Pals Christ Church registered in 2014 and operates from a church hall in Chislehurst, in the London Borough of Bromley. It is open each weekday during term time, from 9.15am to 12.30pm, with extended sessions from 12.30pm to 2.45pm on Tuesdays and Thursdays. There are nine staff who work at the pre-school, including the manager. Of these, eight have childcare qualifications at level 3 and above. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Anita Rickaby

## Inspection activities

- The inspector viewed the premises and observed activities throughout the session.
- A joint observation was undertaken by the inspector with the manager.
- The inspector spoke with parents, and took account of their views.
- The inspector held discussions with managers and practitioners to establish their understanding of safeguarding.
- The inspector viewed relevant documentation relating to the suitability of practitioners.

We carried out this inspection 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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