

Inspection of Christ Church Pre-School

Christ Church, Old Road East, Gravesend, Kent DA12 1NR

Inspection date: 10 March 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive happy and ready to learn. They settle quickly, eagerly self-selecting the creative activities on offer. The stimulating and inviting environment, indoors and outside, enables children to involve themselves fully, promoting positive attitudes towards learning. For example, they immerse themselves in smelling, feeling and then snipping herbs before adding them to their dough creations. Children are curious and determined learners who love to explore. For instance, they keep digging as they seek out the worms hiding in the soil. Children show delight at their achievements, and staff positively praise their efforts. This builds children's self-esteem and encourages them to have a go and keep trying. For example, children try hard to make a box for a gift they have made for Mother's Day. Children's independence skills are supported well. Children put on their wellington boots before they go outside, and wash up their own plates at the end of snack.

The manager and staff have a clear vision for providing a pre-school where children and their families come first, fostering a 'family unit'. Parents talk of the wonderful close and supportive relationships that they have with staff and how the pre-school is a 'caring and nurturing' place for children to be.

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

- The manager is passionate about her role and deeply committed. She leads a collaboration group for the county to share good practice. As a result, staff at the pre-school incorporate new ideas, which raises the quality of care and education on offer. In addition, the manager is seeking to develop a local group to share the work of special educational needs and/or disabilities coordinators (SENDCos), who can offer each other support. The pre-school is a recognised provision as part of a local initiative that supports parents to get back into work.
- The manager is very keen to support staff's professional development, through offering regular supervisions, staff meetings and ongoing feedback to staff as they teach. Recent 'little scientists' training has sparked more opportunities for children to enjoy learning through experiments. For example, children learned about reactions when exploring their interest in volcanoes.
- The manager is a reflective practitioner who uses self-evaluation to identify the pre-school's strengths and areas for development. She is keen to ensure staff are central to feeding into this process, giving them ownership. As a result, they have created cosy areas for children to have quiet time.
- Staff plan activities based on children's interests. They use their observations and conversations to develop focused topics, building on what children want to learn more about. However, as children take part in activities, staff, in their eagerness to support children's learning, do not always provide time for them to

offer ideas to challenge their learning even further.

- Children's physical development and health are promoted effectively. Children can access the large and inviting garden at any time throughout the session, deciding when they want to enjoy fresh air. They get out of breath as they run around negotiating space and use large movements to dig. Children enjoy healthy snacks and grow their own fresh vegetables in the allotment. They also cook on a firepit, as they learn about being safe.
- Behaviour is good. Staff are good role models and give children clear messages about expectations. Children play cooperatively and share toys. For example, they pass each other blocks as they make constructions.
- Children develop a love of stories, particularly when they devise their own storylines before acting them out. This successfully supports children's confidence and imaginations. However, sometimes group arrangements are not carefully considered to ensure children can concentrate and fully take part in the learning opportunities.
- The manager has sought opportunities to provide children with experiences that they do not always have the chance to take part in elsewhere. For example, children enjoy trips to the library to learn about their local community and take story bags home to promote reading. In addition, children enjoy the awe and wonder of the world by attending forest school activities off site.
- The enthusiastic SENDCo works to provide early intervention to close any gaps in children's learning. She uses personal plans to focus intently on how best to support children's learning. For instance, she uses social stories to support children to manage their emotions to routines.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have an effective understanding of child protection and their role in keeping children safe. They know the signs and symptoms of abuse, including radical and extreme views. Managers and staff know how to report concerns about children's welfare using local safeguarding procedures. Managers find out about children's medical and dietary needs when they first start. This helps them to promote children's good health. Daily safety checks are made to ensure a safe environment for children to play.

What does the setting need to do to improve?

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

- review and improve opportunities for children to concentrate more effectively during group times, to extend their learning further
- increase opportunities for children to have time to think, respond and generate their own ideas, offering greater challenge.

Setting details

Unique reference number	127105
Local authority	Kent
Inspection number	10128680
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	33
Number of children on roll	37
Name of registered person	Christ Church Pre-School Committee
Registered person unique reference number	RP907752
Telephone number	07910 157840
Date of previous inspection	14 March 2016

Information about this early years setting

Christchurch Pre-School registered in 1975 and is situated in Gravesend, Kent. The pre-school is run by a committee and is open each weekday from 9.15am to 12.15pm, for 38 weeks of the year. The pre-school receives government funding for the provision of free early education for children aged two, three and four years. The pre-school employs nine staff, including the manager. One member of staff holds qualified teacher status, and seven staff hold appropriate early years qualifications to level 2 or above.

Information about this inspection

Inspector

Adam Hawes

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- Discussions were held with the manager, staff and parents.
- The inspector reviewed relevant statutory documentation, staff qualifications and policies used by the setting.
- A joint observation was carried out by the inspector and the manager of an art and craft activity.
- During a learning walk, the manager discussed with the inspector how the early years provision is organised and how she plans the curriculum and experiences for children.

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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