

Inspection of Corpus Christi Pre-School

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

Inspection date: 23 September 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children benefit from a good range of interesting activities which support them to progress in their learning and development. They arrive happy and ready to play and learn, and they show that they feel safe, secure and happy. Staff know the children well and provide a warm, supportive environment. Children respond well to staff and have close and affectionate bonds with them. This is evident in how children smile and talk to staff. Children form strong friendships with their peers and enjoy interacting and learning together. Children are in awe during morning registration as they talk about and handle conkers. They describe the green spiky shells and compare the shell and shiny conker inside. Staff support children well to talk and develop spoken English and have back-and-forth interactions with them. Children behave well. They use good manners and are respectful with staff and each other. Staff help children to consolidate their understanding of right and wrong. Children refer to behaviour rules and rewards during conversations about behaviour. Children enjoy making play dough, and staff encourage them to share their thoughts and feelings as they manipulate the dough. This helps to support their creativity, develop their fine motor skills and enhance their hand-to-eye coordination. Staff praise and encourage children to help build their confidence and self-esteem.

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

- Parents develop good relationships with staff. They comment on staff's friendliness and how they keep them updated about their child's development and learning. Parents regularly use different ways to communicate with staff. For example, they use the parent online app to extend their children's learning at home.
- Leaders offer good support for staff's professional development. For example, most afternoons during the week, they hold meetings to discuss new legislation, practice and children's development. They encourage training and hold individual supervision meetings.
- Staff can talk about their observations and assessments of children. They know their development levels and what their plans are for their next steps in learning. They plan learning experiences across the areas of learning, in advance and through children's interests. Children are well prepared for school.
- Staff support children's developing language skills well. For instance, they read aloud books that offer repetitive words and are brightly coloured. Children delight in guessing what animal comes next. Staff extend the themes of storybooks. For example, children help to build a brown den where the bear lives, which links to the book staff share with them.
- Staff reinforce further good hygiene practices as a result of the COVID-19 (coronavirus) pandemic. For example, as children arrive, they clean their hands

before entering the playroom. Children know to wash their hands before eating and after using the toilet. Children confidently ask to use the toilet. They are independent and know how to manage their personal needs.

- Staff work well with parents, overall. However, they do not always obtain information from parents about where a child has been cared for before. As a result, staff do not make contact with other providers and share important information before a child starts, to support their transition to the setting.
- Staff work well with other professionals to support children with special educational needs and/or disabilities and to help close gaps in their learning.
- Staff provide a stimulating environment. However, some areas are not as frequently changed as others, including the role-play area.
- Children's physical development is supported well. For instance, children jump through hoops and confidently move and ride small bicycles. Staff promote regular physical activity, inside and outside, to help children to develop good habits for later life.
- Parents bring in photos of their children and families. This helps children to see differences and similarities in their family and their friends' families. This supports children's positive attitudes towards each other, and makes links between places and experiences.
- Children currently attend morning sessions and bring their own snacks. Staff encourage parents to support healthy eating and ensure that their child brings in healthy food. Children and staff discuss the benefits of healthy eating, and drinking water is always available.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their responsibility to keep children safe. They are knowledgeable about possible signs and symptoms of abuse, dangers outside the home, such as grooming, and how to report their concerns. Staff understand and have due regard to preventing adults and children from being drawn into terrorism, for example by monitoring any expression of extreme views and/or behaviours. All staff hold current paediatric first-aid certificates to support them to manage any accidents.

What does the setting need to do to improve?

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

- obtain information from parents about their child's previous childcare experiences
- create a stimulating and interactive role-play area.

Setting details

Unique reference number	EY355256
Local authority	Havering
Inspection number	10133326
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	30
Number of children on roll	15
Name of registered person	Jenkins, Kimberly
Registered person unique reference number	RP514992
Telephone number	07949187273
Date of previous inspection	28 November 2019

Information about this early years setting

Corpus Christi Pre-School registered in 2007 and is situated in Collier Row, Romford. The pre-school employs three members of staff, all of whom hold relevant childcare qualifications at level 3 or above. The pre-school is open from Monday to Friday during term time only. Sessions are from 8.30am to 3.30pm on Monday to Wednesday, and from 8.30am to 11.30am on Thursday and Friday. The pre-school provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Preston

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The manager and the inspector had a learning walk together.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector spoke to parents during the inspection.

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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