

Inspection of Christ Church Little Oaks Preschool Creekmoor

Youth Centre, Northmead Drive, Poole, Dorset BH17 7XZ

Inspection date: 2 March 2022

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

The provision is good

The caring and attentive staff greet parents and children warmly at the start of the day. Due to the COVID-19 pandemic, parents no longer come into the building. Children adapt well to these changes. They wave their parents off at the door and enter the pre-school confidently. Children show that they are happy and secure in the calm, friendly and welcoming environment.

Children move freely between the play areas, making choices from the interesting variety of activities on offer. They are curious and eager to explore the resources. For example, children concentrate for extended periods of time as they investigate magnets. They thoroughly enjoy finding objects that are magnetic and are fascinated when they notice they can move a toy train without the magnet touching it. Children excitedly share these discoveries with their friends and staff.

Children develop their social skills and play together happily. Children work with each other to keep water flowing down a drainpipe. They share and take turns with resources and help each other to fill up their containers. Children behave well and are kind to each other. Staff gently remind children of the 'golden rules' throughout the day, for example, to use 'listening ears' and 'kind hands.' Staff build children's self-esteem and confidence successfully, such as through plenty of praise and encouragement.

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

- The ambitious manager is passionate about his role and has a strong oversight of the setting. He encourages staff to reflect on their own ways of working and to quickly identify how to further strengthen individual practice, including supervision meetings and observing the practice of other staff. Staff comment that they feel supported and valued. The manager enables staff to attend a broad range of training to develop their skills. For example, staff have increased their knowledge of how to support children's speech development.
- Staff are knowledgeable about how children learn. They follow children's interests and use these activities to close any gaps in learning successfully. The manager sequences the curriculum thoughtfully for children, to meet their individual needs effectively. This includes those in receipt of additional funding. Staff work closely with outside agencies to ensure that they support children with special educational needs and/or disabilities well. All children show a positive attitude to learning and make good progress.
- Children begin to understand that their opinions matter. Staff offer the choice of two books for story time and children take a vote on the choices. Children listen intently and delight in repeating the familiar refrains. Staff focus on supporting children's language and a love of books is skilfully woven throughout the pre-

school. They talk to children throughout the day and introduce new words. Staff ask questions that allow children to recall past events and express themselves in detail. This supports children's communication skills effectively.

- Children develop important skills in preparation for their move on to school. For instance, staff teach children to explore feelings by using stories and puppets. This helps children to recognise emotions and express how they feel. Children enjoy plenty of fresh air and exercise. They develop their coordination and strength as they competently ride tricycles. Children practise writing the letters from their name. They count confidently and recognise familiar numbers.
- Overall, partnerships with parents are strong. Staff update parents on what their children have done throughout the day via daily discussions. Staff share learning through an online system and parent consultation meetings. Staff gain detailed information about the children's development at home when they begin attending the pre-school. However, staff have not fully embedded the new systems to find out about children's learning at home after they have started. This means that staff do not always learn about children's interests and achievements at home to further inform their planning for children's development.
- Children develop close emotional bonds with their key person, as well as other staff. They happily invite them to join in with their play situations. Children learn the importance of good hygiene and how to manage their self-care needs. Occasionally though, staff do things for children that they can do for themselves, such as pouring their drinks and collecting their packed lunch bags.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are clear about their role and responsibilities in safeguarding children and all staff complete relevant training. They are familiar with the wider aspects of child protection and have a secure understanding of what to do should they have concerns about a child's welfare. Staff closely supervise children and provide a secure environment to ensure that children remain safe. Staff regularly assess areas used by children and identify and remove any risk or hazard. There are thorough procedures and checks in place to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- encourage parents to share even more information about their children's learning and development at home so that this can be taken into account when planning for children's future learning
- ensure that staff use every opportunity to increase children's independence even

further.

Setting details

Unique reference number	EY272083
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10073279
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 4
Total number of places	30
Number of children on roll	19
Name of registered person	Christ Church Ecumenical Church Council Committee
Registered person unique reference number	RP903942
Telephone number	07982468314
Date of previous inspection	4 May 2016

Information about this early years setting

Christ Church Creekmoor Little Oaks Pre-School registered in 2003. It operates in Poole, Dorset. It is open on Monday, Tuesday, Wednesday and Thursday from 9.15am to 3.45pm, and on Friday from 9.15am to 1.15pm. It operates during term time only. There are five members of staff who all hold a qualification at level 3. The setting receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Petra Morgan

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the setting.
- The manager and the inspector completed a learning walk together to discuss activities and intentions for children's learning.
- The inspector and the manager discussed and evaluated a learning activity together.
- The inspector looked at required documentation, including evidence of the suitability of staff and paediatric first aid certificates.
- The inspector spoke to staff, children and parents during the inspection and took account of their views.

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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