

Inspection of Christchurch Preschool

Ireton Road, Colchester, Essex CO3 3AT

Inspection date: 19 April 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children enjoy their pre-school day. They wave goodbye to parents and excitedly skip to the gate, where they are greeted by happy, smiling staff. Children actively participate in a group welcome session. Staff encourage the children to talk about the days of the week, how many children are present and what the weather is like that day. Children use visual prompts around the room to demonstrate their knowledge of various shapes and colours.

Children are very well behaved. They show kindness towards each other and help their friends to achieve. For example, children hold the hands of smaller peers to support their balance on the escalating pods in the garden. They cooperate in imaginary games with wild animals, naming the animals and imitating the noises those animals make. Children understand the pre-school routines. They help to tidy the toys away and move confidently to the smaller room to listen to a story. Children enthusiastically join in with the story at familiar parts and help to count where required.

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

- The providers have improved their knowledge and understanding of their roles since the last inspection. The trustees have completed training to help them to understand their responsibilities better. Staff and the manager now receive purposeful supervision to help them to improve their practice and to identify any training needs. The trustees have tightened their procedures to ensure that all staff and trustees have undergone the appropriate vetting checks and their ongoing suitability is now monitored.
- Parents speak very highly of the pre-school. They feel that their children are making good progress in their learning. Parents say that the trustees, manager and staff have good means of communication, which enables them to be well informed about their child's day and any changes to the provision. Parents comment that they feel able to feed any concerns or ideas back to the staff and manager. They feel confident that their suggestions will be considered and acted upon.
- Children's language and vocabulary is skilfully extended by staff who ask them clear appropriate questions. They provide sufficient time for children to consider their responses and respond. Staff introduce new words, such as 'metamorphoses'. Children recall the word and explain what it means.
- Children learn about how plants grow. They plant sunflower seeds and monitor their growth by measuring them regularly. Children estimate how high they think the plant has grown. They explore life cycles through favourite books and resources. For example, children consider how a caterpillar develops into a butterfly.

- Children enjoy participating in physical play activities outdoors. They ride bikes and scooters up and down the ramp. They build with the construction resources and chat to staff about what they are building and how. They share the equipment and help each other when prompted.
- Staff encourage children to develop confidence and independence. They always ask if they have had a go at something themselves, before offering to assist. Staff facilitate children's ideas and help them to solve problems for themselves. For example, children who are struggling to pull small pins and shapes out of cork boards are encouraged to think about what other tools they might use to do this. Staff help them to find large plastic tweezers, which prove a successful tool.
- Children, generally, engage well in the large-group activities. However, at times, these can extend over a long period of time. This is especially so when the children first enter the pre-school to begin their morning session. They are keen and active to begin exploring and playing, however, are required to sit as part of the early session routine. Children understand and follow the routine to clear away the toys for the large communal snack time. However, this can hinder children's sustained concentration on a chosen activity.

Safeguarding

The arrangements for safeguarding are effective.

Trustees, the manager and staff demonstrate a good understanding of their responsibilities with regards to safeguarding children. They regularly update their safeguarding knowledge, for example, through training and in-house discussions. Staff and the manager recognise the signs and symptoms that might alert them that a child is being abused or mistreated, including through wider safeguarding issues, such as radicalisation or extremism. All know how to find the contact information to share their concerns with the local safeguarding partners.

What does the setting need to do to improve?

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

- review the organisation of large-group activities to ensure that they are matched to children's individual needs and do not hinder children from sustaining their focus or attention on chosen play.

Setting details

Unique reference number	EY559452
Local authority	Essex
Inspection number	10213419
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	3 to 4
Total number of places	33
Number of children on roll	38
Name of registered person	Christchurch Preschool CIO
Registered person unique reference number	RP559451
Telephone number	01206 541959
Date of previous inspection	8 October 2021

Information about this early years setting

Christchurch Preschool registered in 2018. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above, including two members of staff who hold qualified teacher status. The pre-school opens from Monday to Friday for 38 weeks of the year. Sessions are from 9.15am to 12.15pm and from 1pm to 4pm on Monday and Wednesday, with a lunchtime provision, and from 9.15am to 12.15pm on Tuesday, Thursday and Friday. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Lynn Hughes

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children shared their views with the inspector.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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