

# Inspection of Church Lane Pre-School

Holy Trinity Church Hall, Church Lane, Nailsea, North Somerset BS48 4NG

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Inspection date:

18 May 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision requires improvement**

Children begin their day learning to be independent. They arrive eager and ready to explore and meet their friends. Since the pandemic, parents now enter the setting to collect their children. The setting is in an open hall with a patio garden to explore. The manager oversees the running of the pre-school well, ensuring children are safe and secure.

Children are proud of their setting and readily welcome staff and visitors. They feel secure to express how they feel and ask for help when they need it. Staff are caring, warm and sensitive to children's individual needs. As a result, children behave well and form strong relationships.

Children explore a range of books, which staff use to maximise children's learning both at home and in the setting. Staff share familiar stories, such as 'Jack and the Beanstalk', to capture children's imagination. For example, children grow their own beanstalks and design their own using creative materials. Children remember the stories they read and share key phrases in their play.

Staff provide a meaningful learning environment that supports children's development. However, staff do not consistently use the progress check for children between the ages of two and three to review children's strengths and identify areas for support. Parents do not always receive feedback about how they can support children's learning following the progress check. Therefore, children between the ages of two and three are not well supported in their learning and development.

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

- Staff gather parents' views about children's starting points and use this information to help children settle. As a result, children develop strong relationships with their key persons. Parents are happy with the settling-in programme. Staff work well with key agencies to support children's development and well-being.
- Children thrive from positive interactions through a well-established key-person system. Staff skilfully support children's independence. For example, during role play, children persevere as they learn to buckle up their shoes in the shoe shop. Staff encourage children to have a go and build their self-confidence to achieve their goal.
- Staff join in and model good listening at group times with children. They support children to sing and learn a collection of nursery rhymes, which children rehearse and repeat regularly. Children actively participate in this session by choosing props to introduce the next nursery rhyme.

- Children are physically active in their play. They stretch up tall like beanstalks, carefully thread beads and climb through branches in the garden. Staff support children to develop their fine and gross motor skills ready for their next stage, through a wide range of play opportunities.
- Staff have high expectations for children's behaviour. Children transition calmly throughout the day. Staff use prompts, such as a playing a triangle to alert children to the next part of their day. Children help each other to tidy up and follow instructions to prepare themselves for group time, snack or lunch.
- There are effective systems to support children's personal hygiene and toileting needs. Children learn to be confident to ask for support when gaining independence in toileting and hygiene routines.
- The manager does not always identify staff's training needs or areas for development. As a result, staff do not complete the progress check for all children between the ages of two and three. This has an impact on the quality of children's learning and development experiences.
- Staff teach children to recognise similarities and differences between themselves and others. However, at times, they do not make the most of opportunities to broaden children's understanding of wider cultures and traditions represented in the setting.
- Children who are learning to speak English as an additional language have access to dual-language books and print. However, staff do not consistently promote the use of children's home languages in the setting to aid their language and communication skills.

## Safeguarding

The arrangements for safeguarding are effective.

Children are safe in this setting. Staff follow clear procedures to ensure the safe arrival and collection of children. Staff manage allergies well and have a good understanding of how to keep children safe. Leaders recruit staff safely. They are alert to any changes in staff's circumstances, through regular communication. Staff are confident to be able to manage allegations and are alert to the use of social media. All staff take part in regular training to keep their safeguarding knowledge up to date. The setting promotes a positive safeguarding culture.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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ensure that appropriate training and professional development opportunities are identified to help staff to understand their roles and responsibilities and provide high-quality learning experiences for children	15/07/2022
complete a progress check for all children between the ages of two and three years and share the summary with parents and/or carers.	15/07/2022

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

- improve opportunities for children to learn about each other and celebrate their cultural diversity, enriching their knowledge and understanding of the world around them
- take reasonable steps for children with English as an additional language to develop and use their home language in the setting.

## Setting details

<b>Unique reference number</b>	2555039
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10233112
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Church Lane Preschool Partnership
<b>Registered person unique reference number</b>	2555038
<b>Telephone number</b>	07536 975791
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Church Lane Pre-School registered in 2019. It operates from Holy Trinity Church Hall in Nailsea. The pre-school opens during school term times only. Sessions take place on Monday, Tuesday, Thursday and Friday from 9am until 3.30pm and on Wednesday from 9am to 3pm. 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**  
Rebecca Lihou

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk. She talked to the inspector about the setting's curriculum and what she wants children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documents on request.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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