

Inspection of St. Christopher's Pre School

St Christophers Methodist Church, Convamore Road, Grimsby DN32 9HR

Inspection date: 13 July 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

Children are happy and safe at the pre-school. They have warm and caring relationships with their key person and enjoy spending time with them. Children behave well. Older children help by pouring water for younger children as they play. Children are engaged in their learning. They mix the mud and water as they make a 'swamp'. The dinosaurs visit the swamp and children delight in thinking of new ideas as they play in the mud kitchen.

Children are encouraged to develop their physical skills. They balance on the crates in the garden. They look to their key person for support when they feel unsteady. Younger children explore their senses as they smell and taste different fruits. Older children develop their small-muscle skills as they use small tools to squeeze the juice from the orange. Children develop their confidence and make good progress in their physical skills.

The management team has reflected on the impact of the COVID-19 pandemic on children's learning and development. They work with the local children's centre to provide targeted support for children who need help with their communication and language development. This helps to provide support early for children so they can make the best possible progress they are capable of.

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

- The management team design and implement an ambitious curriculum for children. They consider what children already know and can do. They share the curriculum with staff and parents. Staff plan experiences which build on children's prior learning. Children make rapid progress.
- Parent partnerships are a priority at the pre-school. The management team and staff work closely with families and share what their children are learning. Parents and grandparents comment on the excellent communication from the pre-school. They share how they receive a book each week to help support their child's learning at home.
- The key-person system is highly effective. Staff know individual children well. They know what children already know and how to build on this to support their individual learning needs. Parents talk about their child's key person and how they have gone 'above and beyond' to support their child and the family. As a result, children and families form excellent relationships with their key person.
- Staff support children's emotional well-being. They quickly provide comfort to children if they are unsettled. During adult-led activities, staff introduce different emotions and talk to children about their feelings. However, staff do not always give children opportunities to further understand their emotions. For example, they do not consistently name children's emotions as they arise.

- Children's communication and language are supported well in the pre-school. Staff model new words to children. Staff give children time to repeat the words they are learning. Staff use additional strategies, including sign language, to help children to communicate as they develop their language skills. For instance, older children sign as they sing the hello song. This helps children to make good progress in their spoken language.
- Children with special educational needs and/or disabilities are well supported. Staff use observation and assessment effectively to identify any possible gaps in children's learning. They work closely with parents and other professionals to access the right support. This helps all children to make the best possible progress they are capable of.
- The management team and key people carefully consider how they use additional funding to support children's individual learning needs. For example, they create a sensory den to provide a calming, relaxing space for children if they become distressed or anxious. Parents comment that the additional funding their child receives has been used effectively to support them.
- Staff report feeling well supported. They talk about the effective supervision sessions they have and how this develops their practice. The management team has good knowledge of child development. This helps them to further develop the curriculum and continually raise the quality of education.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their safeguarding roles and responsibilities. They can identify possible signs that a child may be vulnerable to abuse. They know who to report any concerns to, following the local safeguarding partnership procedures. Staff and the management team explain how they would manage an allegation made against a member of staff. They know the correct procedures to follow. Staff carefully consider the environment and ensure it is safe for children. Staff support children to understand how to keep themselves safe. For example, they talk to children about using the climbing wall carefully, so they do not fall. Children are developing the skills to manage risks as they play.

What does the setting need to do to improve?

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

- further strengthen the good teaching practices to give children more opportunities to understand and manage their own feelings.

Setting details

Unique reference number	205566
Local authority	North East Lincolnshire
Inspection number	10060219
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	16
Number of children on roll	31
Name of registered person	St Christopher's Methodist Church Council Committee
Registered person unique reference number	RP518618
Telephone number	01472 250326
Date of previous inspection	24 September 2015

Information about this early years setting

St Christopher's Pre School registered in 1993 and is located in Grimsby. The pre-school employs seven members of childcare staff. Of these, two hold level 6 qualifications and five hold level 3 qualifications. The pre-school opens from Monday to Friday during term time. Sessions are from 8.45am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katherine Lakes

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 provider and has taken that into account in their evaluation of the setting.
- The management team joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and management team about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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