

# Inspection of St Mary's Church Pre-school

The Chapter House, St Mary's Church, Church Road, Yatton, Bristol BS49 4HH

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Inspection date: 16 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 arrive happy and confident in this welcoming pre-school. Children develop strong attachments to the staff; they separate well from their parents and receive a warm welcome from staff. Children are provided with a fun and stimulating learning environment and take part in a wide range of activities. The curriculum is well designed to help children develop their literacy and language skills. For example, children learn a new poem weekly. They keenly recite the poem, 'chop, chop, choppity, chop'. They learn new vocabulary as part of the poem and follow the actions with enthusiasm. They thoroughly enjoy listening to, and joining in with, familiar stories and songs as part of the daily group time.

Staff have high expectations and model behaviour, therefore children show positive attitudes to their learning and behave well. Children are encouraged to develop their independence skills. For example, they help to cut up the snack and are keen to help tidy up the resources at the end of the session. Staff support and encourage younger children to challenge their physical abilities on the climbing frame. Older children demonstrate their climbing skills and are confident on the equipment. Children develop their balance and coordination as they ride on toys.

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

- The manager and staff have clear aims for the pre-school curriculum and what they want children to learn. Topics are planned from the children's interests. The manager describes their unique learning environment as the children's 'window on the world'. Children learn about wildlife and nature as they plant and grow their own blueberries. They are enthusiastic and motivated learners; children enjoy using magnifying glasses to search for minibeasts in the outdoor area. Equally, children like looking for the squirrels outside in the trees through the pre-school's large windows. This supports children's knowledge of the natural world around them.
- Staff know the children they care for extremely well. They gather information from parents asking what their children's interests are. Parents speak highly of the pre-school and the friendly atmosphere. They value the pre-school within the community.
- Children's behaviour is good. Positive behaviour techniques are actively used by staff. For example, staff use a variety of strategies to support children, such as the use of timers to encourage sharing. The staff use coordinated clapping to maintain children's attention and to engage children in the routines of the pre-school. Staff are consistent with their responses, this helps children to manage their own behaviour.
- Staff provide numerous opportunities for children to develop their mathematical understanding during free play and group activities. For example, staff show

children how to count out the money in the role-play shop. During group activities, children are encouraged to count the buttons and match these to the numbers. Mathematics is equally embedded into the routine as the children count the chairs required for snack. Older children enjoy a counting game on an electronic tablet, increasing their understanding of technology.

- Children enjoy nutritious snacks. Staff teach the children about the importance of making healthy choices. They encourage children to bring a piece of fruit to the pre-school to share with their friends. Staff encourage children to wash their hands before snack and after they have been outside, promoting good hygiene.
- Children are encouraged to have a strong sense of community. For example, they go on regular walks to the post office to post a letter. The staff take the children to the local school to engage in music sessions. This develops children's confidence and enhances their understanding of the community where they live.
- Occasionally, children's individual learning needs are not supported as effectively as they could be. For example, overall, group times, such as circle time and stories are engaging for most children. However, some children find it harder to listen and focus and therefore do not benefit from the learning taking place.

## **Safeguarding**

The arrangements for safeguarding are effective.

The deputy manager understands her role and responsibilities as the designated safeguarding lead. Staff complete training and attend network meetings to keep their knowledge up to date. Staff know the process to follow if they have concerns about a child's welfare and the procedures for referring to external agencies. The deputy manager works in partnership with other safeguarding agencies to provide a multi-agency approach to promoting children's welfare. Staff access paediatric first-aid training and know how to deal with accidents. The environment is checked daily, and risk assessments are in place to ensure that the premises are safe.

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

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

- support staff to adapt teaching during mixed-group activities to fully involve all children who want to join in so that they can benefit from the learning taking place.

## Setting details

<b>Unique reference number</b>	509168
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10220292
<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 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	St Mary's Church Pre-School Committee
<b>Registered person unique reference number</b>	RP911132
<b>Telephone number</b>	01934 832184 or 01934 838229
<b>Date of previous inspection</b>	9 September 2016

## Information about this early years setting

St Mary's Church Pre-school registered in 1992 and is run by a voluntary management committee. It operates from the Chapter House, adjacent to the church, in Yatton, North Somerset. The pre-school opens Monday to Friday, from 9am to midday, term time only. An optional lunch-club session runs from midday to 12.45pm on Monday and Thursday. The pre-school receives funding for the provision of free early education for children aged three and four years. Seven staff are employed to work directly with children. Of these, four have a relevant level 3 early years qualification, two have a relevant level 2 qualification and one is unqualified.

## Information about this inspection

### Inspector

Corinna Laing

## 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 their evaluation of the provider.
- The manager and the inspector completed a learning discussion about the curriculum.
- A joint observation was carried out by the inspector and the deputy manager.
- Relevant documentation was reviewed by the inspector.
- The inspector held discussions with the management team at appropriate times during the inspection.
- The views of parents were taken into consideration by the inspector.

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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