

# Inspection of Corpus Christi Pre-School

Corpus Christi School, St. James's Square, Bournemouth, Dorset BH5 2BX

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Inspection date: 22 February 2023

<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 are enthusiastic to arrive at the pre-school and settle quickly to the interesting activities that await them. Staff welcome children warmly as they confidently find their named photographs and hang up their own coats. Children become independent and develop a sense of belonging and security.

The calm and inviting atmosphere in the pre-school supports children's good behaviour. Staff teach children how to be patient and cooperate during activities. For example, they accept the need to wait their turn, even when they are very excited to squeeze and taste juicy oranges and lemons. Staff encourage them to describe the sour taste of the lemons, to extend their vocabulary.

Children are well supported by caring staff, who understand their individual needs. Each day, staff thoughtfully adapt the setting to enable children to learn and develop with enjoyment. Children receive lots of praise, and staff value their efforts. For example, children beam with pride as staff take photographs of the models they make with blocks. Children gain good levels of self-esteem and become motivated learners.

Children enjoy daily fresh air and exercise, which is important for their good health. They learn about their local environment on visits to parks and libraries and take part in activities such as a drama group.

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

- The manager is highly committed and ambitious for the quality of the pre-school. She leads a dedicated staff team and plans a broad curriculum centred around children's interests. For example, when children notice the textures and colours of vegetables, staff plan activities to develop their curiosity. Children concentrate and persevere as they chop broccoli and mash potatoes, developing good manipulative skills. They talk about eating healthy food and smile proudly, saying they want to be a 'real chef'.
- There is strong support for children with additional needs. The manager and staff promptly notice when children need additional help and proactively seek advice from other professionals. Staff skilfully implement plans for support to enable all children to make the progress they are capable of. For example, children confidently use visual prompts to understand the routines of the day, which supports their sense of security and well-being.
- The manager and staff understand the impact of the COVID-19 pandemic on children. There is an emphasis on supporting children's social, emotional and language development. Staff interact with children sensitively to develop these skills during purposeful play. However, staff sometimes overlook opportunities to

encourage children to talk about shapes, sizes and capacity, to extend their mathematical skills.

- Parents speak highly of the caring staff team and the progress their children make at the pre-school. They appreciate the good communication and feel that staff are always available for help and advice. Parents comment very positively about the prompt support they receive when children need to be referred to other agencies. The support for home learning helps to achieve consistency and continuity. For example, children enjoy taking a book home in their book bags to share with their family.
- Children benefit greatly from opportunities to learn about the wider world. They try delicious food from a wide range of cultures, for instance, and children regularly explore different ways of life. Children are good communicators, and there is strong support for children who speak English as an additional language. Staff enable children to use their home language to support their skills in English. They have regular conversations with children, listening to their views and valuing what they have to say.
- Staff enjoy working at the pre-school and say that there is good support for their well-being. The manager regularly reviews the provision in great detail, which creates a positive environment for children to enjoy. Although staff complete mandatory and online training courses, a strong focus on professional development is not yet consistent throughout the pre-school.
- Strong relationships with local schools help children to move on to the next stage in their learning. For instance, there are many visits in preparation for school life. Staff share children's achievements with school staff to aid consistency and continuity.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of how to keep children safe from harm. There are robust recruitment procedures in place, and the manager monitors the ongoing suitability of the team. Staff attend regular training to update their knowledge and remain alert to possible safeguarding issues. They have a secure understanding of the signs that might give them concern about a child's welfare. They know the correct local procedures to follow to ensure children are safeguarded. Children are well supervised and learn how to keep themselves safe. For example, staff teach them to take care not to handle hot food and to use kitchen equipment safely.

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

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

- increase staff's awareness of how to support children's mathematical

development throughout the pre-school

- extend opportunities for staff to develop their knowledge and skills further to raise the standard of teaching to a higher level.

## Setting details

<b>Unique reference number</b>	EY358292
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10264214
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Corpus Christi Pre-school Partnership
<b>Registered person unique reference number</b>	RP527118
<b>Telephone number</b>	01202427397
<b>Date of previous inspection</b>	8 June 2017

## Information about this early years setting

Corpus Christi Pre-School is a privately owned group operating in Corpus Christi Parish, in Boscombe, Bournemouth. It registered in 2007. The pre-school receives funding for early education for children aged two, three and four years. The pre-school operates Monday to Friday, during term time, from 8.30am to 3pm. There are eight members of staff, all of whom have appropriate early years qualifications. The manager, who is also one of the owners, has a degree in early years and childcare.

## Information about this inspection

### Inspector

Margaret Baird

## 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 inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- The manager and the inspector carried out a joint observation during snack time.
- 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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