

# Inspection of Christchurch Hall Pre-School

Christchurch Hall, Lime Grove Avenue, Beeston, Notts NG9 4AR

---

Inspection date: 23 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

Children are greeted into the pre-school by warm and welcoming staff. Staff provide an inviting environment, which children confidently explore. Children are safe, comfortable and independently access the activities on offer. They spend time looking at books and pretend to pour drinks from a teapot before offering a drink to the spider in the story. Other children enjoy manipulating play dough, and confidently use cutters to create star and fish shapes. Staff promote children's self-esteem, praising them for their excellent use of the cutters and the things that they have made.

Children benefit from a range of opportunities provided by staff to support their independence and self-help skills. For example, staff encourage children to use serving tongs to select their fruit. Staff help children who are less confident. They demonstrate and explain how to squeeze the tongs together until they can feel the fruit before attempting to transfer it to their plate. Children carefully try this for themselves and smile broadly when they are successful. Children independently use the hand sanitation station. They wipe their own nose and use hand sanitiser to keep their hands germ free. After lunch children clean their hands and faces. They use a mirror to check that their face is clean and proudly smile at their reflection.

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

- Staff observe children. They effectively plan activities and experiences based on children's interests and identified next steps in development. Staff skilfully provide a balance of adult- and child-led activities. They carefully consider how to group children together during focused activities to maximise their learning experiences. Children's development is closely monitored by staff to ensure that they all make the best possible progress.
- Partnership working with parents is effective. Staff involve parents to find out children's development. However, when children attend other settings in addition to the pre-school, staff do not always have an accurate understanding of children's progress when they are in the other setting. This could result in inconsistencies in teaching and the strategies used by staff. Staff do communicate with other settings when children have emerging learning needs. Nevertheless, communication is not routinely in place for new children who start at the pre-school or when no developmental concerns are present.
- Children take part in a planting activity with staff. They plant cress seeds in wet cotton wool and learn how to care for them. Staff encourage children to suggest what else the seeds need to grow. Children enthusiastically say that they will need sunshine and more water. They excitedly show their cress pots to other staff before placing them in their tray to care for at home.

- Parents comment positively about staff. They say that they are very cheerful and welcoming and that children love coming to the pre-school. Parents know who their child's key worker is. Staff regularly share information with parents about children's development and what they have identified for them to learn next. Parents receive updates verbally, through social media and through written communications.
- Staff set consistent expectations, which help children's positive behaviour. Children are confident to tell staff when they need help. For example, they approach staff when other children are not sharing. Staff put in place effective strategies to support children with this. Children confidently use a sand timer provided by staff to know when it is their turn. Staff encourage children to think of their own solutions. For instance, a child suggests that he can help his friend to build a road again after it has been destroyed during play.
- Staff value the regular one-to-one support provided by the manager. Staff are encouraged by the manager to pursue training opportunities that are of interest to them and meet the needs of children. For example, staff completed a children's yoga training course, which they do on a weekly basis. The yoga sessions help children to build confidence in their physical skills and support their overall well-being. Children use their imagination as they think of new yoga movements to try.

## Safeguarding

The arrangements for safeguarding are effective.

Staff complete frequent training to know how to identify and report signs of abuse and keep children safe from harm. The manager and designated safeguarding lead regularly check staff safeguarding knowledge during staff meetings and appraisals. Staff are confident in identifying concerns about the behaviour and conduct of colleagues, including when and how these must be reported and escalated. The manager implements robust recruitment processes, including practices to check the ongoing suitability of staff. Staff are vigilant about the security of the premises and take appropriate steps to prevent unauthorised visitors from entering the building, or children leaving unaccompanied.

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

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

- develop partnership working with other settings that children attend to share information and provide consistency in children's care and learning.

## Setting details

<b>Unique reference number</b>	253126
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10285345
<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>	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>	26
<b>Name of registered person</b>	Christchurch Hall Pre-School Committee
<b>Registered person unique reference number</b>	RP522906
<b>Telephone number</b>	07555421078
<b>Date of previous inspection</b>	3 October 2017

## Information about this early years setting

Christchurch Hall Pre-School registered in 1967 and is located in Beeston, Nottingham. The pre-school employs six members of childcare staff, all of whom hold an appropriate early years qualification at level 3 and above. The pre-school opens Monday to Friday during term time. Sessions are from 9am until 3.15pm. The pre-school receives early education funding for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Mel Walker

## Inspection activities

- This was the first routine inspection the pre-school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in the evaluation of the pre-school.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out a joint observation of an activity.
- The inspector spoke to one parent and viewed written feedback from parents during the inspection and took account of their views.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023