

Inspection of East Cliff Pre-School St James'

St. James The Greater Church, Christchurch Road, Bournemouth BH7 6DW

Inspection date: 30 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle quickly on arrival and explore environments that staff plan effectively to promote sequential learning. For example, at lunchtime, younger children identify their place at the table by their photo, while pre-school children learn how to do this by recognising their name.

Staff prioritise the development of children's social skills, physical skills and communication and language. Children develop firm friendships, collaborate and have fun together as they play. They run freely and explore the outdoor garden confidently. Younger children develop self-care skills, such as washing their hands and serving themselves at mealtimes. Pre-school children demonstrate great curiosity about technology and explore computer hardware, discussing which cables go into which ports. The carefully thought-out curriculum helps children to gain the knowledge and skills they need in readiness for their future move to school.

Leaders and managers are very aware of the experiences that children missed out on during the period of COVID-19 restrictions. Settling-in arrangements are flexible and supportive for children who may have had less experience socialising with others due to the COVID-19 pandemic. As a result, children build bonds with their key staff. This helps children to build their sense of security.

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

- The manager and owner are enthusiastic and dedicated to providing children with the best possible start in their education. Leaders provide children with an ambitious curriculum that builds on what they know and can do. All staff have recently completed curriculum training that has helped them to focus more strongly on identifying activities that support children's next steps for learning. They ensure that all children, including children with special educational needs and/or disabilities (SEND) or disadvantaged children, progress well.
- Pre-school children are confident and develop good social skills. They work together to move and stack old car tyres to create a tower to climb into. Younger children enjoy completing large jigsaw puzzles together. However, sometimes, staff are quick to find solutions for children, such as giving them the pieces they need to complete the next part of the puzzle.
- Staff help children to articulate their feelings and emotions. They recognise that some children from disadvantaged backgrounds sometimes need a quiet space. Children have a cosy and calm space indoors to use if they need time away from the larger group. This has had a positive impact on children's emotional well-being and ability to regulate their feelings and behaviour.
- Daily circle-time sessions enable children to discuss their ideas. Children learn to

listen to each other and respect other people's opinions. However, at times, the structure and length of circle-time sessions mean that some younger or newer children become disengaged. Therefore, on occasion, not all children engage as well as they could in purposeful learning.

- Staff know all children well, including their family backgrounds and the next steps for learning. The special educational needs coordinators are passionate about their roles and take swift action to support children and their families. For example, they make referrals to gain more professional involvement, to ensure that children with SEND have their needs identified and met early. Children with SEND know the pre-school's routines and are beginning to understand the expectations for their behaviour.
- Staff work closely with parents from the start to assess and plan how to meet children's individual needs. This works well when children have health or medical needs. Leaders use what parents know to establish specific care plans and training for staff. There are parents' evenings, where children's progress is discussed in depth with their key person. Parents speak highly of the staff. They comment that their children are 'well looked after by the amazing staff'.
- Children have many opportunities to develop their physical skills. For instance, younger children develop their core strength by climbing down ropes on a climbing frame and balancing along wooden beams. Older children practise using tools, including small hammers and nails. They hammer the nails into large pieces of wood and do not give up, even though it is challenging for them. They are developing the muscles in their hands in readiness for writing.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. They attend regular training to keep their safeguarding knowledge up to date. Staff understand the procedures they should follow when sharing any concerns about children's welfare, both within and beyond the pre-school. They have a good understanding of wider child protection issues, such as exposure to extreme views and domestic violence. The manager and leadership team follow robust and effective recruitment procedures to establish the suitability of staff employed to work with children.

What does the setting need to do to improve?

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

- encourage children more to think of ways to solve problems and find out if they work, to extend their critical thinking even further
- consider the organisation of circle-time sessions, ensuring that all children maintain the highest levels of engagement in their learning.

Setting details

Unique reference number	2638305
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10298824
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	48
Number of children on roll	41
Name of registered person	East Cliff Pre-School Partnership
Registered person unique reference number	RP532697
Telephone number	07976044459
Date of previous inspection	Not applicable

Information about this early years setting

East Cliff Pre-School St James' registered in 2021. The pre-school group is privately owned and operates from St James The Greater Church in Bournemouth, Dorset. The pre-school is open Monday to Friday, from 8.30am to 2.30pm, term-time only. There are five members of childcare staff. Of these, three have appropriate childcare qualifications at level 2 or 3. The manager has qualified teacher status. The pre-school receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Rachel Cornish

Inspection activities

- This was the first routine inspection the pre-school 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 their evaluation of the pre-school.
- The manager joined the inspector on a learning walk and talked to the inspector about the pre-school curriculum and what they want children to learn.
- The inspector observed the interactions between staff and children and evaluated the impact on children's learning.
- The manager and the owner carried out joint observations with the inspector.
- The inspector talked to parents and staff at appropriate times during the inspection and took account of their views.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children.

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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