

Inspection of St Saviours Preschool

St Saviours Church, 32 Colemore Road, Bournemouth BH7 6RZ

Inspection date: 15 April 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children separate from their parents and carers well as their key person welcomes them warmly. Staff talk with the parent to share any information that is needed. Children are keen to come in to see their friends. Staff have a clear curriculum and know what they want the children to learn before they move on to school. However, staff are not consistent in their approach, and they do not consistently engage children in purposeful play and learning opportunities. This means children are not always supported to make the progress of which they are capable. For example, although staff interact well to support children playing in the pretend flower shop, to promote their communication and language, mathematical skills and creative development, at other times, children who staff have identified need to develop their communication and language skills go for long periods without any interaction.

Children's behaviour is generally appropriate for their age and stage of development. The younger ones are supported to learn how to share and take turns. For example, a member of staff gets down to their level and explains that their friends can play with the toy and then pass it to them. At times though, older children's play can get quite boisterous and, although staff redirect them into an activity, such as a board games, they are not always supported to maintain their interest.

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

- Staff have considered different approaches to planning and they prefer using a combination of in the moment planning and themes. For example, the current theme is 'growing'. Children plant flowers in the outdoor planters and can paint their own pictures of flowers. When staff engage with the children in these activities, there is good interaction to support children's communication and language and creative skills. When children first arrive, they have free play where they can choose what they would like to do. At these times, as well as other times throughout the morning, staff are not always able to support children with their learning because they are dealing with other children who require additional support. This results in children losing interest and running up and down.
- Staff build positive relationships with parents and carers. They regularly share information at drop off and collection times. Staff complete termly assessments about children's progress throughout the term and share these with parents and talk about how they can support children's learning at home. Parents report that their children enjoy coming to pre-school and the staff know their children well.
- The management team and staff are very committed to providing good-quality care and education. Staff feel valued and supported by management, who talk

about their well-being and training during supervision sessions. However, although staff know what the children already know and what they need to learn next, they do not always use this information to plan challenging experiences that stimulate children's interests and help them to build on their prior learning experiences.

- Children show good levels of independence in their personal care and they follow good hygiene routines. They know and understand when and why they wash their hands. Children put on their own coats and shoes or boots. Even the youngest children are learning how to do this independently. Children prepare their own snacks. They use safety knives to cut up fruit and put spread on their crackers. Children benefit from the healthy and nutritious snacks.
- The key-person system works well. Staff know their key children well. At times, during the morning they have key-person group times, which generally work well. However, some children find it difficult to settle in their groups and disrupt other children's learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure staff consistently implement the curriculum to enable all children to benefit from good-quality interactions and challenging activities that meet their individual needs, engage them in learning and support their ongoing development.	31/05/2024

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

- provide more support to help children to follow the boundaries and expectations of behaviour, particularly with regard to their boisterous play and running around indoors.

Setting details

Unique reference number	EY501111
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10335620
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	26
Number of children on roll	35
Name of registered person	St Saviours Preschool Partnership
Registered person unique reference number	RP901229
Telephone number	07719403482
Date of previous inspection	21 June 2018

Information about this early years setting

St Saviours Preschool registered in 2016 and operates from St Saviours church hall in Bournemouth, Dorset. The pre-school opens each weekday during school term times. Sessions are from 8.30am until 3pm Monday, Wednesday, Thursday and Friday, and from 9am until 12 midday on Tuesday. There are six members of staff, including the managers, who work with children. Of these, five have an early years qualification at level 3. The pre-school provides early educational funding for two-, three- and four-year olds.

Information about this inspection

Inspector

Lorraine Sparey

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 discussed how the early years provision is organised, including the aims and rationale for the setting's early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- 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 inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.

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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