

Inspection of Pals Christ Church

Christ Church, 40 Lubbock Road, Chislehurst BR7 5JJ

Inspection date: 21 November 2024

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

Staff create a welcoming and exciting environment for all children to learn and have lots of fun. They provide all children with a good start to their early education. Staff build positive relationships with children. They know their key children very well and know how they can build on what their key children already know and can do, overall, well to meet their individual needs. This helps all children to make good progress, including children who need extra help. Staff have high expectations for all children to help them to behave well and have positive attitudes to their learning. Children are consistently engaged and thoroughly enjoy the challenging and meaningful experiences that are planned by leaders and staff. For example, children keenly roll balls down guttering, make shapes from dough, water plants outdoors and create stories using visual picture cards. Children are very busy and keen learners.

The curriculum for physical development, exercise and good health is ambitious for all children. Leaders and staff plan frequent opportunities for children to participate in regular exercise. For example, children enthusiastically wiggle and jiggle to music and copy staff as they excitedly march, hop and jump. Staff enthusiastically encourage children to recognise the effect physical exercise has on their bodies. For example, staff say, 'Can you feel your heart beating fast?'

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

- Leaders are keen and enthusiastic to consistently provide good-quality, inclusive care and education for all children. Since registration, they have implemented many changes to the environment and strengthened the curriculum intent. In particular, to help all children to regulate their behaviour and to manage their feelings and emotions. Consequently, children behave very well.
- Leaders have an ambitious vision that is shared among staff and parents. They have effective systems in place for staff supervision and continuous professional development opportunities. Leaders have strong procedures for checking staff's ongoing suitability. This helps to ensure that all adults who have regular access to children are suitable.
- Leaders and staff support children with special educational needs and/or disabilities (SEND) extremely well. They engage very effectively with parents and other professionals to ensure swift and targeted support for those children with SEND. This means that all children are well prepared for the next stages in their learning and eventual move on to school.
- All children benefit from staff's very good teaching skills as they confidently and skilfully implement the curriculum intent. For example, staff support children's imaginary play as they play in role as doctors. Children are intrigued as they look at x-ray pictures and pretend to give staff an injection with a large toy syringe.

Staff's positive interactions help to develop children's curiosity and focus on their learning.

- Staff focus on supporting children's communication and language skills well. For example, they use gestures, consistently comment on children's play and use visual prompts. Staff read stories and sing nursery rhymes that children enjoy. Young children excitedly choose props and sing rhymes, such as twinkle, twinkle little star and humpty dumpty.
- Staff encourage children to eat healthily and make healthy choices, such as during snack time. Staff support children to chop up bananas and skilfully pick up slices of apple and cucumber with tongs to help strengthen small-muscles. Children successfully pour a drink of milk as staff encourage children's self-help skills.
- Staff promote children's independence well. Children learn to put on their hats and coats and keenly tidy away toys. Overall, staff help children to manage their personal care needs well. This is not quite as consistent during some routines, such as toilet visits, to further encourage children's learning.
- Occasionally, leaders do not find different ways to help children express themselves through their own interests. This slightly reduces opportunities to further develop children's awareness of diversity and what makes them unique.

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

- strengthen opportunities for children to learn how to manage their personal care needs
- strengthen the curriculum to help maximise children's experiences, particularly an understanding of community beyond their own, and to help children to consistently express themselves through their own interests.

Setting details

Unique reference number	2697875
Local authority	Bromley
Inspection number	10367296
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	40
Number of children on roll	40
Name of registered person	Beckenham Montessori Pre-School Limited
Registered person unique reference number	RP542687
Telephone number	07904697481
Date of previous inspection	Not applicable

Information about this early years setting

Pals Christ Church registered in 2022. It is located in Chislehurst, in the London borough of Bromley. The pre-school is open from Monday to Friday, from 9am to 2.45pm, term-time only. The pre-school employs nine members of childcare staff. Of whom, five hold early years qualifications at level 3 or above. The provider receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of children taking part in a group time activity.
- The inspector observed the interactions between the staff and the children.
- Parents shared their views of the pre-school with the inspector.
- The manager and the provider joined the inspector to discuss the leaderships and management of the pre-school.

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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