

Queens Road Methodist Church Pre-School



Queens Road Methodist Church, Queens Road, Keynsham, Bristol, BS31 2NN

Inspection date 30 April 2015
Previous inspection date 22 April 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Leaders promote staff training and, as a result, all staff regularly attend a range of courses that improve their teaching and the overall outcomes for children. For example, after attending a story making course, staff made resources for children to act out stories. These have sparked children's interest and enhanced their reading and writing skills, and their imaginations.
- Staff have a good understanding of how individual children learn best. Staff use their knowledge and effective systems for observation, planning and assessment to extend children's learning and development by identifying what they need to learn next. This is helping children move on to the next stage in their development.
- Staff have well-established relationships with parents and children's wider families and they also work effectively in partnership with other early years settings children attend. This promotes a continuity of care which supports children's emotional development and helps them settle quickly.
- The manager checks the consistency of teaching in the pre-school on an ongoing basis to ensure that all children have a high-quality learning experience and have their individual needs met. As a result, all children make good progress from their starting points across all areas of learning.

It is not yet outstanding because:

- Staff miss some opportunities to enhance children's learning in all areas outdoors.
- Some resources and play equipment are harder for children to freely access. On occasion, this limits their opportunities to choose what they would like to play with.

What the setting needs to do to improve further

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

- enhance the outdoor area to incorporate further learning experiences which are rich and varied to highly stimulate all children and particularly those who prefer to learn outdoors
- improve the accessibility of a wider range of activities and resources to help children develop enhanced independence in their free play.

Inspection activities

- Leadership and management discussions took place with the pre-school manager in a meeting and at appropriate times during the inspection.
- The inspector observed activities and staff interactions with children in all of the rooms indoors and the outside learning environment.
- The inspector looked at documentation, including a sample of children's records, planning and records, and checked the suitability of staff and committee members.
- The inspector took account of the views of children, staff, committee members and parents spoken to on the day of the inspection, and of the provider's self-evaluation.
- The inspector completed a joint observation with the manager of the pre-school.

Inspector

Dominique Bird

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff know children well and parents are encouraged to share their thoughts on their children and any achievements from home by writing 'wow' vouchers for the staff. Parents are regularly invited to meet with staff to go through their child's learning file. Staff are particularly skilled in promoting children's mathematical development. For example, children sort a variety of objects by colour and learn mathematical concepts such as 'more' or 'less'. Staff organise activities to help promote children's reading and writing skills, such as story times where children look at the pictures in books and listen to stories that staff read. Staff interact positively with children and introduce vocabulary to build on children's language development. Consequently, children are confident communicators and they chat to their friends and join in with group conversations in readiness for school.

The contribution of the early years provision to the well-being of children is good

Staff organise play resources to help promote children's free choice in play, for example, by setting up a selection of toys and activities for children. However, at times, staff do not ensure that the children have free access to all of the available resources. This is because some resources are stored in a way that does not allow children to see what is on offer. All children spend time outside in the fresh air where they exercise. This benefits their overall health and well-being. However, the outdoor play area is less sharply planned and resourced than indoors, which means that children who are playing outside have fewer opportunities to enhance their learning across all areas. Staff provide children with healthy snacks and meet children's dietary needs. They have discussions about their bodies to help them learn about healthy lifestyles. Staff teach children good hygiene routines which helps children to manage their own self-care and minimises the spread of germs. Children behave well and play happily together, demonstrating they are confident and settled.

The effectiveness of the leadership and management of the early years provision is good

Leaders have an in-depth knowledge of the learning and development requirements of the Early Years Foundation Stage. Robust monitoring of the educational programme means that there are no differences in achievement as all groups of children make the same rates of progress. For example, boys and girls all progress at the same good pace in all areas of learning. This demonstrates inclusive practice that meets the needs of all children. Staff are familiar with the safeguarding policy and have had training to help them identify any child protection issues promptly. All staff are clear about the procedures they must follow if they have any concerns about children in their care. Robust recruitment and vetting procedures ensure staff suitability to work with children. Policies and a good range of useful information are available to parents on the well-maintained website.

Setting details

Unique reference number	133071
Local authority	Bath & NE Somerset
Inspection number	840942
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	65
Name of provider	Queens Road Methodist Church Pre-School Committee
Date of previous inspection	22 April 2009
Telephone number	0117 9877753

Queens Road Pre-school is located in the Methodist Church Hall in the town of Keynsham, in Bath and North East Somerset. It is managed by a church and parent committee. The pre-school is for children aged from two to four years and operates Monday to Friday, during school term times. There are a variety of sessions; morning sessions run from 9am to 12 noon; afternoon sessions run from 12 noon to 3pm; and full days run from 9am to 3pm. On a Tuesday, the pre-school opens from 9am to 12 noon only. There are 10 members of staff, nine of whom hold a relevant qualification at level 3.

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