

Christchurch Pre-school

Christ Church, Ireton Road, Colchester, Essex, CO3 3AT



Inspection date	4 November 2015
Previous inspection date	4 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff support children who speak English as an additional language exceptionally well. They use highly effective strategies to help children to develop their communication skills and place high priority on helping them to use their home language as they play.
- Children with special educational needs are supported well to make progress, based on their individual starting points. Intervention is sought at the earliest stage from external agencies and services. Advice received is threaded effectively into daily planning and ensures children receive a consistent approach from all adults working with them.
- Staff are well qualified and use their knowledge and skills well to help children learn and develop. They are supported further through supervision and training opportunities to enhance the effectiveness of their teaching.
- Parents take an active part in the pre-school. They are actively involved in decision making, helping the manager to identify and drive forward improvements to support children's outcomes.

It is not yet outstanding because:

- Arrangements for sharing children's assessment information are not as effective as they could be. Staff supporting children, other than those in their key group, are not always aware of their next steps in learning, particularly in literacy, in order to promote their achievements to the highest level.
- At times, the size of some group activities is too big. Some younger children and those who require additional support find it difficult to settle and adjust to the new routines and experiences.

What the setting needs to do to improve further

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

- strengthen arrangements for sharing children's assessment information between staff to ensure their next steps in literacy are consistently acted and built upon
- review the organisation of group activities to ensure younger children and those requiring additional support are helped to become familiar with new routines and experiences.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager of the pre-school. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Nicola Jones

Inspection findings

Effectiveness of the leadership and management is good

The manager reviews the range of activities provided and is well supported by her deputy manager to set actions and drive improvements. This promotes children's outcomes over time. Children's assessments are monitored on a regular basis. This ensures any support individual children may require is secured to meet their needs. The arrangements for safeguarding are effective. Staff have a good understanding of their role in keeping children safe and know what action to take should they have concerns regarding a child in their care. Links with parents and local schools are strong and support staff to meet children's individual needs.

Quality of teaching, learning and assessment is good

Staff support young children's communication and language skills extremely well. They use highly effective strategies to encourage children to begin to use simple sentences and learn new words. Staff plan exciting activities that engage children very well and motivate them to learn. For example, children join in with key words and phrases when they sing action songs. This helps them to develop an awareness of rhythm and rhyme, promoting their early reading skills well. Staff place high priority on helping children to develop their mathematical skills, encouraging children to count and use mathematical language during everyday activities. Staff make accurate assessments of children's learning. This information is used very well to plan activities for children that reflect their interests and styles of learning.

Personal development, behaviour and welfare are good

All staff provide high levels of care. They respond well to children's physical needs, recognising when they require support with tasks, such as going to the toilet. Children's emotional needs are supported well when they first arrive at the pre-school and when they prepare to leave and go into school. Effective strategies are in place and information sharing between staff and parents is good. This ensures continuity in the care children receive. Children's independence skills are fostered well. For example, they enjoy the responsibility of pouring their own drinks at snack time. This helps them to develop confidence in carrying out simple tasks for themselves. Children's behaviour is very good. Staff implement age-appropriate strategies to help children understand behavioural expectations within the pre-school. These are shared with parents to maintain a joint approach and meet children's needs very well.

Outcomes for children are good

The quality of teaching throughout the pre-school is consistently strong and some teaching is outstanding. Children make good progress in their learning. Some children, including those with special educational needs, make progress that is better than good, from their starting points. This helps to prepare children well with the skills and knowledge they require, in readiness for school.

Setting details

Unique reference number	402272
Local authority	Essex
Inspection number	868969
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	3 - 4
Total number of places	24
Number of children on roll	40
Name of provider	Christchurch Pre-School Committee
Date of previous inspection	4 March 2011
Telephone number	01206 541959

Christchurch Pre-school was registered in 1974. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including one member of staff who holds Qualified Teacher Status. The pre-school opens from Monday to Friday for 38 weeks of the year. Sessions are from 9.15am until 12.15pm and 1pm until 4pm, including lunchtime provision. The pre-school provides funded early education for three- and four-year-old children. The pre-school supports a number of children with special educational needs and those who speak English as an additional language.

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