

Holy Apostles Pre-School



Holy Apostles C of E School, Battledown Approach, CHELTENHAM,
Gloucestershire GL52 6QZ

Inspection date	15 May 2019
Previous inspection date	5 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- This dedicated staff team is enthusiastic and welcoming during children's arrival. Children are very happy and confident and are emotionally secure.
- The manager and staff foster children's sense of belonging to the group, which helps them to feel safe and valued. Children behave very well and play cooperatively as they explore the interesting activities provided.
- Teaching is consistently good. The manager and staff place a very sharp focus on preparing children for school. Particular importance is placed on promoting children's early literacy and mathematics development. Children develop the key skills they need for future learning and all make good progress in their learning.
- The manager monitors children's development well. She works closely with staff to discuss children's needs and stage of development. This enables her to assess different groups of children's learning and identify any possible gaps that need to be addressed.
- All recommendations from the last inspection are met. Children now explore technology as part of their everyday play. For example, they use tablet computers and electronic games. This helps to build on children's interest and awareness of how things work.
- The provider does not fully understand her responsibilities with regard to notifying Ofsted of significant events within the required timescales.
- Occasionally, staff miss opportunities to fully tailor their teaching to children of different ages and stages of development, to extend learning to higher levels.
- Staff sometimes miss opportunities for older children to learn to do things by themselves so that they become even more independent.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
develop a secure knowledge and understanding of the requirement to inform Ofsted of significant events, within the required timescales.	31/05/2019

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

- strengthen the monitoring of teaching and identify the professional development needs of individual staff, to raise the quality of teaching to the highest level
- maximise opportunities for older children to do more things for themselves, to fully support their independence.

Inspection activities

- The inspector observed staff interactions with the children in play activities indoors and outdoors, and looked at the available resources.
- The inspector had discussions with the chairperson, two members of the committee and the manager about leadership and management, safeguarding, risk assessments and how they evaluate practice.
- The inspector had discussions with parents and took account of their views, along with written testimonials.
- The inspector looked at children's information, attendance records and development records, and talked to staff and children at appropriate times.
- The inspector carried out a joint observation with the manager.

Inspector
Jan Harvey

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management team and staff are clear about safeguarding issues and the procedures to follow if they have concerns about a child. However, the provider has failed to inform Ofsted of serious injuries to children at the group. Nevertheless, the impact on children's well-being is limited because staff followed their accident procedures well to ensure children received the appropriate treatment promptly, and the manager reported the incident to the department for Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR). Risk assessments were sufficiently reviewed after both incidents to identify and minimise any future risks. The committee and manager have a robust plan for future developments. They collate the views of staff, parents and children to help them gain ideas and suggestions. For example, in response to requests from children, they provided a play microwave in the outdoor mud kitchen to enhance role play. Overall, the management team monitors staff effectively and makes sure they have opportunities for professional development.

Quality of teaching, learning and assessment is good

Staff help children to practise their mathematical skills, such as categorisation and counting. For example, they encourage children to play finding and sorting games with bricks painted with numerals and number words, and children persevere as they put the numbers in order. Staff encourage children to recognise letters right from the start. For instance, they begin to get familiar with their own name as they check the snack board, label their drawings and practise painting letters on a wall. Overall, staff ask effective questions which help children to think and solve problems. For example, they ask children how they can thicken a runny mixture to make soup and how it could be warmed up. Staff help build children's knowledge of the world. They talk about the bees in the garden, what an important job they are doing and how honey can be used.

Personal development, behaviour and welfare are good

Staff know the children well and support their emotional well-being very effectively. Children show pride in one another's successes. For example, during circle time they show certificates from home, such as for gymnastic skills, and children cheer, clap and smile broadly. Staff are very positive role models. They teach children the importance of sharing and taking turns and to respect the environment and resources. For example, they encourage children to use sand timers when trying to decide whose turn it is to use specific pieces of technology equipment, such as a programmable caterpillar that helps children learn to code. Staff teach children to respect others and help develop their understanding of other cultures. They help children to lead healthy lifestyles, for instance they can choose to spend long periods of time playing in the fresh air.

Outcomes for children are good

Children have a very good understanding of routines and what staff expect. For example, when they arrive they put their bags and lunch boxes away and say goodbye to their parents with a quick hug and a smile. Children show genuine care and concern toward each other. For instance, they help each other find matching wellington boots as they dress to go outside. Children tell visiting adults that they must 'be kind to everyone'.

Setting details

Unique reference number	510068
Local authority	Gloucestershire
Inspection number	10063088
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	47
Name of registered person	Holy Apostles' Pavilion Groups Committee
Registered person unique reference number	RP519876
Date of previous inspection	5 July 2016
Telephone number	01242 526858

Holy Apostles Pre-School registered in 1994. It is located in Cheltenham, Gloucestershire. It opens from 9am to 3pm on weekdays, during term time only. The provider receives funding to provide free early years education for children age two, three and four years. There are nine members of staff, seven of whom have relevant childcare qualifications at level 3 and one at level 4. The manager holds early years professional status.

This inspection was carried out by Ofsted 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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