

# Christ Church Clifton Pre-School



The Crypt, Christchurch, Clifton Park, BRISTOL, BS8 3BN

<b>Inspection date</b>	20 June 2018
Previous inspection date	5 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children's behaviour is impeccable. They are always kind and respectful towards others. Staff offer children consistent praise and encouragement. This helps children to feel emotionally secure and raises their sense of achievement to an exceptional level.
- Staff provide a highly stimulating and rich learning environment for children to explore. Children particularly enjoy being active outdoors. They make good progress in all areas and acquire the necessary skills for the next stage in their learning.
- Staff place a strong emphasis on promoting diversity and inclusion. They teach children to respect differences and learn about the wider world beyond their immediate community. Children who speak English as an additional language prosper very well.
- Parents are delighted with their children's progress. They are extremely positive about the pre-school, especially how staff help prepare their children for starting school.
- The manager is highly supportive towards her staff team. She offers regular supervisory sessions for staff, such as to discuss their key children, raise any concerns and identify training opportunities to help improve their teaching practice.

### It is not yet outstanding because:

- Staff miss opportunities at times to fully embed children's identified next steps in learning into their plans, to help children make even more rapid progress.
- On occasions, the most-able children do not benefit from more precise challenges, particularly during some adult-led activities, to further enhance their learning.

## What the setting needs to do to improve further

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

- plan more precisely to enhance children's learning experiences and fully embed any identified next steps in learning
- increase opportunities for the most-able children to benefit fully from adult-led activities and receive sufficient levels of challenge to progress their learning even further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector undertook a joint observation of an activity with the manager and discussed the findings.
- The inspector held a number of discussions with the manager and staff. She looked at relevant documentation and checked evidence relating to the suitability of staff.
- The inspector spoke to children during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.

### Inspector

Shahnaz Scully

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff know the main signs and symptoms of abuse and neglect. They are familiar with the procedures to follow to report any welfare concerns about a child. The manager conducts thorough risk assessments to identify and remove any hazards, such as prior to weekly forest school visits. The manager and staff maintain strong links with other professionals, including local teachers, to help prepare children for their next stage of learning. Staff benefit from regular training to improve their knowledge. For example, staff attended training on gender stereotyping and behaviour management, which they shared with others to help improve teaching practice. The manager monitors children's progress well and use this information to address any gaps in learning. She uses self-evaluation effectively to address any areas of development, including previous recommendations raised at the last inspection.

### Quality of teaching, learning and assessment is good

Children engage well in their play and explore the different rooms with confidence. For example, during imaginative play, they pretend to make cakes using modelling dough, which they 'bake' in the microwave. They proudly show off their cupcakes and share these with children, staff and visitors. Staff undertake daily observations of children and use this information well to track children's progress and share with parents. Overall, children have good opportunities to engage in adult-led activities as well as initiate their own play. Staff consistently praise children for their achievements, such as 'good counting', and support children to recognise their name and numbers on objects. Children have access to technology and learn to use a computer tablet and digital camera, such as how to press the various buttons to explore photographs from a recent outing.

### Personal development, behaviour and welfare are outstanding

Staff provide excellent opportunities for children to link real-life experiences, such as a recent forest school trip, to what they learn at the pre-school. This excites and motivates children to recall past events and raises their self-esteem. Some staff are bilingual and the pre-school places a strong emphasis on nurturing children's home languages, such as French, Spanish and Russian, alongside teaching English. This helps to successfully raise children's sense of belonging. Children are highly conscious about taking care of their environment and quickly learn to adopt healthy lifestyles. They are very proud of the outdoor growing areas and keenly tend to the lettuce, tomatoes, beetroot and runner beans. Staff encourage children to try the different produce they have grown during mealtimes, and teach them to care for their bodies by eating healthy foods.

### Outcomes for children are good

Children make good progress from their starting points. They are confident to express their feelings, such as through creative and imaginative play. Children have good opportunities to practise their early writing skills, and show a keen interest in exploring books and listening to stories. They learn to manage their personal care needs very quickly from the start, such as using the toilet independently and dressing themselves.

## Setting details

<b>Unique reference number</b>	EY403302
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	1130623
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Christ Church Children and Families Ltd
<b>Registered person unique reference number</b>	RP529429
<b>Date of previous inspection</b>	5 October 2015
<b>Telephone number</b>	0117 325 1214

Christ Church Clifton Pre-School operates from the crypt of Christ Church in Clifton, Bristol. The pre-school is open during term time from Monday to Friday. It offers three flexible sessions for parents to choose from, including half days from 9am to 12pm or 12pm to 3pm, and full days from 9am to 3pm. A total of six members of staff work directly with the children. Of these, five hold relevant qualifications at level 3, one holds level 2, and one has achieved early years professional status. The provider is in receipt of funding for children aged two, three and four years.

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