

Inspection of St Mary's Church Pre-School

The Chapter House, St Mary's Church, Church Road, Yatton, Bristol BS49 4HH

Inspection date: 26 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and excited to start their day. They part from their parents with a wave and are greeted by waiting staff. Children understand the expectations of the pre-school. For example, they know to hang their coat and put their lunch boxes where they are stored. Older children can recognise their name and confidently self-register, with some children independently writing their name before entering the welcoming and intriguing play space.

The curriculum is designed to ensure that children are ready for school. Staff use children's interests to promote and develop these skills. Books and stories are used as a hook for learning, supporting language development and a love of stories. Children sing songs and rhymes and have access to audio books that they listen to with staff, or books they can independently choose in the story corner. This helps to develop children's early literacy skills.

Children behave well and show good levels of care and concern for others as they offer to help one another. Staff are skilful at knowing when to intervene and when to step back and allow children to resolve their own disputes. This helps children learn how to compromise as they listen to one another and agree a way forward. For example, they learn to take turns and share popular resources.

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

- Staff securely understand and follow the pre-school's curriculum, which focuses on children's language development and getting them ready for school. Staff provide good opportunities to develop children's skills which enable them to successfully move on to the next stage of their learning. Staff work together to ensure that children are supported well. The manager links with other professionals to ensure that all children's needs are met. For example, liaising with new schools that children will attend to support early transitions or external agencies for specific targets and funding. Children are supported in achieving the best possible outcomes.
- The organisation of the daily routines is generally managed efficiently. However, at times, staff do not recognise when children need a change of activity, and transition times are not as well planned as they could be. For example, finishing snack time and returning to play takes too long and some activities do not maintain children's interests. This results in a lack of engagement for some children during their learning.
- Staff communicate well with the children, asking open questions to encourage the children to use their language. Staff read books with animation. They introduce some new vocabulary and correctly repeat words when children mispronounce them. Staff use simple sign language and pictorial images to

support children who find it harder to communicate.

- Staff sit with children at mealtimes and encourage them to open their own lunch items, to help develop their independence. Staff praise children for their efforts. Older children manage their toileting and personal hygiene needs well. Staff encourage children to wash their hands before mealtimes. However, staff do not fully support them to learn about the potential for spreading germs when children then continue their play before they sit to eat.
- Staff have good links with the local schools and work collaboratively to ensure a smooth transition when children move on. Children visit the local school and utilise the play areas while being introduced to teachers. Children thoroughly enjoy the large, exciting playground. They develop their physical skills by climbing, running and rolling. They use scooters to weave their way around, developing their balance and spatial awareness.
- Staff provide children with wide opportunities to explore their mathematical skills, and children are developing well in this area. Staff model mathematical language well and provide ample resources and opportunities for counting and visually recognising numbers. For example, during a play dough activity, staff model mathematical language, such as 'small', 'round' and 'heavy', and use continuous counting language. Children are retaining mathematical concepts well.
- Partnerships with parents are extremely positive. Parents value the detailed feedback that staff offer. They are delighted with the progress their children are making. Parents explain that their children are always keen to come to pre-school and comment that the manager and staff have given them ongoing support.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are aware of their responsibilities to protect children from harm and abuse. They are aware of the procedures to follow should they have a safeguarding concern about children or a staff member. Staff are confident in approaching their designated safeguarding lead or the local authority to keep children safe. Children are supervised closely by staff. The premises are secure and risk assessments are completed. Staff are alert to any potential hazards or risks within the environment.

What does the setting need to do to improve?

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

- support staff to recognise when daily routines or activities for children need to be adapted to help children to stay engaged and motivated in their learning
- provide children with clear and consistent messages to support them to develop

healthy habits and behaviours.

Setting details

Unique reference number	509168
Local authority	North Somerset
Inspection number	10301825
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 5
Total number of places	24
Number of children on roll	32
Name of registered person	St Mary's Church Pre-School Committee
Registered person unique reference number	RP911132
Telephone number	01934 832184 or 01934 838229
Date of previous inspection	16 September 2022

Information about this early years setting

St Mary's Church Pre-School registered in 1992 and is run by a voluntary management committee. It operates from the Chapter House, adjacent to the church, in Yatton, North Somerset. The pre-school opens Monday to Friday, from 9am to midday, term time only. An optional lunchtime club runs from midday to 12.45pm on Monday and Thursday. The pre-school is in receipt of funding for the provision of early education for children aged three and four years. Seven members of staff are employed to work directly with children. Of these, four hold a relevant level 3 early years qualification, two have a relevant level 2 qualification and one is unqualified.

Information about this inspection

Inspector
Marie Swindells

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager explained how the environment and curriculum are planned to promote learning.
- A sample of relevant documents were viewed during the inspection.
- Parents shared their views with the inspector during the inspection.
- The inspector spent time observing the quality of staff interactions with children during the day.
- The inspector and manager completed a joint observation of an activity.
- The inspector held discussions with the manager and deputy manager about leadership and management.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.

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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