

St Clements Church Pre-School



St Clements Family Centre, Cross Street, OXFORD, Oxfordshire, OX4 1DA

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| Inspection date | 27 April 2017 |
| Previous inspection date | 20 April 2015 |

| 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

- The manager leads her experienced staff team well and closely monitors and tracks children's progress. They highlight any gaps in development promptly and provide children with support to catch up in their learning at a good rate.
- Staff are good role models. They create a friendly atmosphere, where all are welcome. Children flourish, are confident and enjoy their time at the pre-school.
- Staff work in close partnership with parents. Parents have good opportunities to support children's learning at home to provide continuity in children's progress.
- The qualified staff team has a good knowledge of how children learn and develop. It teaches children a wide range of skills and interacts positively with them while they play.
- Staff work sensitively with children to teach them kindness and respect, and they help them learn to manage their behaviour. For example, children explained how they used timers to make it fair when sharing a toy.

It is not yet outstanding because:

- At times, the organisation of group sessions results in younger children becoming restless and does not always provide sufficient challenges for older, or most-able children.
- Staff do not always encourage parents to provide information about what their children already know and can do on entry, to fully support planning from the outset.

What the setting needs to do to improve further

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

- review the organisation of activities and routines to help sustain children's interest and engagement
- obtain further information from parents about what their children already know and can do on entry to fully support planning for individual needs from the start.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector spoke to a small selection of parents during the inspection and took account of their views, through questionnaires.
- The inspector held a meeting with the manager. She looked at relevant documentation, including the development plan, records of children's learning and development, a selection of policies and procedures, and risk assessments.

Inspector

Amanda Perkin

Inspection findings

Effectiveness of the leadership and management is good

The pre-school is run by an experienced manager and capable staff team. Safeguarding is effective. Staff know how to keep children safe and what to do if they are concerned about a child's welfare. All staff attend regular one-to-one meetings with the manager. Staff make good use of any new knowledge and skills they gain from training to develop their teaching skills. For example, staff implement successful strategies to teach children appropriate behaviour boundaries. Staff regularly inform parents of their children's progress. Self-evaluation is effective. The manager has a good understanding of the strengths of the pre-school and areas for future development.

Quality of teaching, learning and assessment is good

Staff observe children and plan for their next steps in learning. Staff use effective teaching methods to help children learn new skills. For example, they encourage children to hold paintbrushes and pencils securely as they begin to learn the skills they need for early writing. Children's communication and language skills are well supported. They talk to children and provide a positive environment to encourage their early language development. For example, children are encouraged to join in at singing time and learn new words, linking it to their prior learning of a story about a zoo. Staff provide planned activity time for older children who are progressing on to school and use these to build on their reading and writing skills.

Personal development, behaviour and welfare are good

Children are emotionally well supported by the caring and attentive staff, who help them to form strong attachments. Many of the team have worked at the setting for several years and offer stability for parents and children. Parents speak highly about the personalised care their children receive. Children benefit from good arrangements to help them settle in, including an effective key-person system. Children enjoy physical exercise outdoors. For example, children dig in the sand pit, regularly take place in woodland activities and race around on scooters as part of developing their health and well-being. Staff frequently praise children and boost their self-esteem well. Children learn to do things for themselves, such as serving themselves snacks and pouring their own drinks.

Outcomes for children are good

All children, including those who have English as an additional language, make good progress in relation to their starting points. All children are eager and motivated to learn a good range of skills which helps prepare them for the next stage of their education, including school. They are interested in numbers, letters and the sounds they make. Children are keen to investigate and learn about the world around them, for example, using magnifying glasses to explore the developing tadpoles.

Setting details

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| Unique reference number | 133995 |
| Local authority | Oxfordshire |
| Inspection number | 1089486 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 3 - 4 |
| Total number of places | 24 |
| Number of children on roll | 27 |
| Name of registered person | stclementschurchpreschool@gmail.com |
| Registered person unique reference number | RP518057 |
| Date of previous inspection | 20 April 2015 |
| Telephone number | 01865 202 512 |

St Clement's Church Pre-School registered in 1987. It operates from St Clement's Church in Oxford. It opens during term times, on Monday, Wednesday and Friday from 9am to 12pm, and on Tuesday and Thursday from 9am to 3pm. The pre-school receives funding to provide free early education to children aged three and four years. Five staff work with the children, all of whom have early years qualifications. One member of staff also holds qualified teacher status.

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