

Inspection of Christ Church Clifton Pre-School

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

Inspection date: 20 May 2024

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Staff provide children with an array of opportunities that are tailored to suit their individual needs and interests. All children, including those who learn English as an additional language, develop strong foundations for learning. Children build on their small physical skills when carefully manipulating clay with their fingers to create a 'flower world'. Staff role model various ways to use the clay and encourage children to poke, roll and squeeze it. Children use language well, for example, 'It's flat now ready for my flower people.' Outside, children learn the importance of working together as staff encourage them to fill buckets with water to pour down guttering. Children excitedly say, 'Look, we have made a gigantic flood.' Children notice a gap in the guttering, and staff question, 'What can we do to fix that?' Children use their critical thinking skills well as they pause to think, reach for a bucket and put it under the gap, confidently solving problems. Children curiously question, 'Will that work now?', and staff say, 'Let's try!'

Staff have high expectations for children's behaviour and use consistent routines and boundaries to support them. Older children understand the concept of sharing as they independently use a sand timer to wait their turn. Staff are excellent role models for children. Children have formed wonderful relationships with each other. They show care and concern and recognise others' feelings. For example, younger children become upset and older children gently rub their arm and say, 'You can sit next to me. It's ok.'

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

- The manager and the staff carefully plan and implement an ambitious curriculum, supporting children to extend their learning through real-life experiences. Children water the vegetable patch and ask, 'Where are the cucumbers and what will they look like?' Staff help to secure links in children's thinking by thoughtfully showing a grown cucumber. Children then ask, 'Why has that one grown faster?' Staff introduce new concepts to children, for example, saying, 'This one has grown in a greenhouse.' Children are highly motivated and inquisitive learners.
- The manager has recently extended on the information staff gather from parents when children start at the pre-school. For example, more detailed information about children's fears and worries enable staff to create targeted next steps for children, in particular, helping them to label their feelings. The manager works closely with outside professionals to implement effective strategies to support children, such as visual timelines, helping them to understand what is coming next. This creates seamless transitions between activities.
- Children develop their mathematical skills well. Staff naturally expose children to mathematical language throughout day-to-day routines and activities. For

example, during snack time, staff introduce 'halves' and 'quarters' when cutting fruit. Children point out, 'That's a six' as staff use number flashcards when children vote for their favourite story. Staff challenge children's learning as they count together in Japanese.

- The manager places great focus on providing varied experiences for children, teaching them about the wider world. Children visit local woodland during their weekly forest school sessions, and they take part in activities, such as den building. Staff take children to the local beach during 'beach school', and children learn about textures of real-life objects, such as seaweed, pebbles and sand. Staff notice a progression in children's confidence and cooperation.
- The proactive manager monitors staff's practice effectively through regular supervisions, and staff report high levels of well-being. Staff have access to targeted training to develop their skills and ensure that children receive high-quality teaching. For example, staff have recently attended training on culturally appropriate resources. Staff have implemented strategies from this training, such as working closely with parents to translate core stories into children's home language, helping all children to deepen their love of literacy.
- Parents commend staff for their dedication and passion to not only their children but for the whole family. Staff provide weekly coffee mornings to support parents with subjects, such as toilet training and creating boundaries. Parents comment on the effective strategies that support home learning, including the 'lending library'. They receive consistent and detailed information about their children's development and know their next steps in learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY403302
Local authority	Bristol City of
Inspection number	10335555
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	25
Name of registered person	Christ Church Children and Families Ltd
Registered person unique reference number	RP529429
Telephone number	0117 325 1214
Date of previous inspection	20 June 2018

Information about this early years setting

Christ Church Clifton Pre-School registered in 2010. The pre-school operates from the crypt of Christ Church in Clifton, Bristol. The pre-school employs five members of childcare staff. Of whom, two hold relevant qualifications at level 3, one holds qualified teacher status and one has achieved early years professional status. The pre-school opens from Monday to Friday, term-time only. Sessions are from 9am to 3pm The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of snack time.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector observed the interactions between staff and children.

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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