

# Inspection of Queens Road Methodist Church Preschool

Queens Road Methodist Church, Queens Road, Keynsham, Bristol BS31 2NN

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Inspection date: 6 July 2023

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

### **The provision is good**

The manager has worked hard to support and upskill her team's knowledge of the setting safeguarding procedures since the last inspection. Staff are now all aware of what constitutes a referral and have the skills and confidence to liaise with external agencies where required.

The manager and her team create and deliver an ambitious, inclusive curriculum. Staff know what they want children to learn and plan activities to support this. They are aware of children who need extra help and provide them with targeted support. For example, at circle times, children have fiddle toys, if necessary, to help build their concentration and enable them to be part of the group. Staff work closely with parents and other professionals to provide children with the support they need to make progress.

Staff are caring and friendly. Children have good relationships with them. They seek out staff to join their play and share their experiences with them. Children giggle together when they play board games. Staff support children to take turns. Children respectfully wait and say 'your turn' to remind their friends to take their turn. Children behave well and create meaningful relationships.

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

- The manager has worked closely with the committee and outside agencies to ensure she gets the support she needs to fulfil her role successfully. She is now much happier and knowledgeable in her role. She works alongside the local authority to provide staff with ongoing training and coaching. Staff report they are very well supported. They speak highly of the manager and the changes since the last inspection. Staff are happy and provide good-quality teaching for children.
- Parents speak very positively about the pre-school and the friendly staff. They know what their children are learning while at pre-school. Parents of children with special educational needs and/or disabilities report on how the manager can 'never do enough' to help their family unit. Children love attending and make good progress.
- Children have lots of opportunity to be physically active. They ride bicycles and scooters in the garden. They practise for sports day as they run up and down the grass, racing their friends. Children strengthen their smaller muscles as they manipulate play dough with their hands. They develop and practise their physical skills.
- Children learn to be independent. When they arrive at pre-school, they hang up their belongings, put on their slippers and self-register. At mealtimes, children choose their own snacks and pour their own drinks. However, the organisation

of mealtimes does not benefit all children as well as possible. For example, children wait too long at the table after they have eaten and become bored. Other children are distracted and they become disengaged with eating. Staff do not always effectively organise mealtimes or use strategies to keep children engaged.

- Children confidently make choices and engage in meaningful play. They sit at the drawing table and draw pictures for their family, and they discuss with supporting staff what they are creating. Other children use what they already know and re-enact this when they create a hairdresser's shop in the home corner. Children use toy scissors as tools and fancy dress clothes to create a gown. Children discuss what hairstyle they might like. They confidently use their knowledge and imagination in play.
- Staff begin to promote children's communication and literacy skills. While playing a game learning about insects such as bees, children discuss the 'nectar' that bees collect. Staff ask questions to promote children's thinking around where the nectar comes from. However, at times, staff do not make the most of opportunities that arise to extend and further challenge children's thinking. For example, at circle time, staff ask children to make links between sounds and letters. However, staff do not further extend the activity for those children that are most able. Staff do not always use their knowledge of the children to sufficiently challenge their learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager, who is also the designated safeguarding lead, and all her staff have accessed training and support to increase their knowledge and understanding of their role and responsibility to safeguard children. Staff are confident about what signs and symptoms may be indicators that a child is at risk. They are aware of how to report and record any concerns. Staff know how to report concerns about staff conduct should they need to. Staff perform risk assessments of the environment daily to ensure it is safe and secure for the children. The manager makes Ofsted aware of new committee members to ensure their suitability can be checked.

## **What does the setting need to do to improve?**

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

- review the organisation of mealtimes to enhance children's experiences and keep them engaged
- consider the planning for group activities and ensure staff use their knowledge of the children to sufficiently extend and challenge their learning.

## Setting details

<b>Unique reference number</b>	133071
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10284309
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Queens Road Methodist Church Pre-School Committee
<b>Registered person unique reference number</b>	RP902012
<b>Telephone number</b>	0117 9877753
<b>Date of previous inspection</b>	24 February 2023

## Information about this early years setting

Queens Road Methodist Church Preschool is located in the Methodist Church hall in the town of Keynsham. It registered in 1995 and is managed by a church and parent committee. The pre-school operates from Monday to Friday, 9am to 3pm, during school term times. There are seven staff, one of whom holds an appropriate childcare qualification at level 5. The six remaining staff all hold a relevant early years qualification at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sarah-Louise Clements

## 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 manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- 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 inspector talked to the manager, staff and parents at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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