

Inspection of Zion Community Preschool

Zion United Church Hall, Woodend Road, Frampton Cotterell, Bristol, Avon BS36
2HX

Inspection date:

24 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled. They have positive relationships with each other and share their toys. However, there is little interaction between the children. This results in them missing opportunities to get to know each other better. Children say that they like their pre-school and know who they can go to if they feel sad. Staff know the children well and talk to them throughout the day. However, they do not always encourage the children to respond verbally. This means that children miss opportunities to practise their conversational skills.

Staff attend to the children's care needs while encouraging them to be independent with everyday tasks. The children select their own art resources, pour their own water and put their shoes on. While they are independent in routine tasks, the opportunity to be independent is not readily available in learning activities. This limits the children's opportunities to explore learning for themselves. The children are confident to seek help from adults and will gesture to them when they need them. Adults meet the children's care needs quickly but do not always encourage them to use their words when offering help. This limits their opportunity to use new vocabulary and ask questions.

Parents are complimentary of staff and say that they feel well supported. They say that their children like coming to pre-school. Children are safe at pre-school and take an active role in risk assessment. The children routinely risk assess the garden by drying equipment and picking things up that may have fallen. Adults make ongoing risk assessments of the environment to keep children safe.

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

- Leaders have strong links with the local school and work with them to identify children's needs. This helps to better prepare children for moving on from pre-school.
- Not all children are using their words to communicate, despite the leader's collaboration with other professionals. Leaders identify and meet children's needs, especially with their speech. Staff create and deliver support plans to develop children's communication and language, but this is yet to be embedded.
- Staff miss opportunities to extend children's language further. Leaders recognise the impact the COVID-19 pandemic has had on the children's communication and language skills, so they plan music and singing activities to increase the children's vocabulary. However, not all children are able to engage in language-building activities because sessions are interrupted for routine tasks, such as handwashing. While staff plan curriculum activities based on the children's next steps, and new vocabulary is taught during snack time, this approach to teaching vocabulary is not repeated in other areas of learning.

- Staff are not always proactive in seizing opportunities to develop children's learning further. While staff join the children in their imaginative play and children respond positively, the interactions offer little challenge to move the children on in their learning.
- Children do not have opportunities to access all areas of learning via the resources that are set out. The activities provided are engaging. Staff plan art and craft activities that encourage children to explore texture. Children engage positively with these activities and achieve the learning intentions. However, this level of planning is not reflected in other areas of learning, and as a result, children's learning experiences are narrowed. Opportunities to access mathematics are especially limited.
- Coaching and training provided by leaders are not yet embedded. While leaders support staff to develop their teaching, they still miss opportunities to extend children's learning, especially in speaking.
- Children are encouraged to eat healthy foods. They are involved in the preparation of snack. They cut and peel fruits independently while staff introduce them to new words relating to the texture of the fruit. This leads to children being willing to try new foods.
- Staff have positive relationships with parents and meet with them regularly to discuss the children's needs.
- Staff do not yet encourage children to access a range of learning experiences. Children follow their interests and have opportunities to be creative. They often engage for long periods of time on one activity but are not always motivated to try new things.

Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable about safeguarding issues. Safeguarding training is up to date, and all staff know what to do if they have a concern. New members of staff receive a thorough induction and follow the safeguarding policy. The manager works with other professionals to make sure that children are safe. Staff keep a close eye on children's attendance and seek to find out why children have been absent. Staff complete ongoing risk assessments of the environment to keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure that all areas of learning are covered and planned for within the provision in order to give adequate challenge	23/02/2023
ensure that children are encouraged to access different learning opportunities.	29/12/2022

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

- strengthen support for staff to develop their ability in extending children's learning, with particular regard to mathematics and communication and language.

Setting details

Unique reference number	EY321532
Local authority	South Gloucestershire
Inspection number	10234999
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 4
Total number of places	24
Number of children on roll	30
Name of registered person	Zion Community Preschool Committee
Registered person unique reference number	RP911557
Telephone number	07715 467764
Date of previous inspection	2 December 2016

Information about this early years setting

Zion Community Preschool registered in 1970 and operates from the church hall of Frampton Cotterell, South Gloucestershire. It is open each weekday, on Monday and Friday from 9am to midday, and Tuesday to Thursday from 9am to 3pm, during term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are five members of staff working directly with the children, three of whom hold relevant early years qualifications at level 3.

Information about this inspection

Inspector
Louise King

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 inspector gathered the views of parents.
- Children spoke to the inspector.
- The manager and inspector completed a learning walk and discussed the curriculum and how it is planned.
- The manager and inspector completed a joint observation of a teaching activity.
- The inspector spoke to the special educational needs coordinator to discuss how they identify and support children with special educational needs and/or disabilities.
- The inspector tracked the experiences of children.
- A leadership and management discussion took place between the manager and the inspector.
- The inspector considered the views of the chair of the committee.
- The inspector reviewed documentation about the suitability of staff.
- The inspector had conversations with staff about the children's next steps in learning.
- The inspector observed the quality of education, both indoors and outdoors.

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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