



Chipping Hill Pre-School

Inspection report for early years provision

Unique Reference Number EY332646

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Inspector Lynn Amelia Hartigan

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Registered person Chipping Hill Pre School

Type of inspection Integrated

Type of care Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Chipping Hill pre-school opened in 2006. It operates from a large church hall. There is a fully enclosed outdoor area. The pre-school serves the local community and surrounding area.

There are currently 38 children from 2 to under 5 on roll. This includes 14 funded three and four year olds. Children attend for a variety of sessions. The setting currently supports children with special educational needs and children with English

as an additional language.

The group opens for five sessions a week during school term times. Sessions are from 09.15 until 11.45, Monday and Thursday and 09.15 until 13.00 on a Tuesday and Friday.

There are 9 staff who work with the children. Six staff have recognised early years qualifications at NVQ level 2 and 3. The setting receives support from the local authority and the Pre-School Learning Alliance (PLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy as they are encouraged and praised when using the bathroom, most can manage this independently. They are encouraged to wash their hands before snacks, lunch and after using the toilet. Young children benefit from a good nappy changing procedure. Children are further protected from illness as the staff promote well documented policies regarding illness, medication and accidents. In addition all staff are fully trained in first aid. A good daily risk assessment and cleaning programme helps minimise accidents and cross infection.

Children are offered a choice of healthy snacks and drinks, for example, they enjoy crackers, fruit punch, fruit salads and savoury wraps for snack. Drinking water is available throughout the session and children are able to pour their drinks with confidence and accuracy. Some children stay for lunch club. Staff encourage children to think about what food is good for their bodies and encourage healthy options. The children also enjoy helping prepare the snacks and discussion about the different fruits and vegetables re-enforces what foods are good for you.

Children move around indoors carefully as the room is set out well. Good opportunities for small physical development such as mark making, dough, dressing up and cutting activities are readily available and well used. Children have set opportunities for outdoor play and fresh air as this is included within the planning. They have great fun skilfully completing an obstacle course and using the parachute.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are welcomed into a bright, attractive hall that is clean and well-maintained. Children's art work and posters create a welcoming environment. The children are secure and settle well within the setting. Children's safety is considered as a priority by staff. Children are kept safe as staff carry out good risk assessments and regular fire drills with the children. Vigilant management of the entrance doors by staff ensures children cannot leave the premises unseen.

Children are able to choose from a good range of toys and play equipment that has

been set out for them. All toys and resources are well-maintained and of good quality. Some resources are easily accessible and children are able to self-select independently.

Children's welfare is safeguarded as the staff have a secure understanding of child protection. All required procedures and documents are in place to promote this. Completion of training ensures staff are up to date with current practice.

Helping children achieve well and enjoy what they do

The provision is good.

Children are busy, play happily and are enthusiastic as the sessions are well planned and designed to help them have fun and make progress in their learning and development. They have formed warm relationships with the staff who interact well with the children. Activities are theme based and the children are currently learning about travel and holidays. They have fun making passports and playing in the travel agents. The pre-school have a teddy that accompanies children on their trips out or on their holidays. Children are excited and enthusiastically tell you all about their adventures with teddy.

Children are encouraged to initiate their own play. Well supported adult-led activities are also offered. Dressing up is a popular activity and children are able to dress themselves. They enjoy using the hats and shoes to accessorise their outfits. Younger children are managed well by staff who have received some training on how to support and develop the under threes.

Nursery Education.

The quality of teaching is satisfactory. Staff have a basic knowledge of the Foundation Stage and how children learn, some staff have attended training with regard to the Foundation stage and planning. Children are sufficiently confident and eager to learn. They concentrate well on tasks and activities and have satisfactory levels of independence, curiosity and concentration. Overall children make sound progress in all areas of learning. The staff's basic observation and assessment of children is recorded, however, this information could be used more effectively to inform the next steps of learning for all children.

Some good quality resources such as dressing up and props, home corner, and musical instruments are available to support the children's creativity and imagination. Children's listening and mathematical skills are effectively developed as well planned activities, such as interactive stories and group music time are offered. Children show great interest in the book corner. They are aware that the text has meaning and handle books correctly and with respect. They share and enjoy stories together and staff are on hand to read to the children when requested.

Children learn to recognise their name when self-registering. Some make good efforts at writing their names on their art work and when playing in the travel agents, booking holidays for their friends. Children's learning with regard to different cultures and religions is developing. Acknowledgement of different cultural festivals and

traditional days are included within the plans and celebrated. This promotes children's learning and respect for others and their beliefs.

Helping children make a positive contribution

The provision is satisfactory.

Children have an understanding of the needs and feelings of others and gain an insight into world cultures as they celebrate festivals and cultural events that are planned within the curriculum such as, Diwali, Christmas and Mothers day.

Children have access to resources such as puzzles, dolls, and a good selection of books are used to provide children with diverse and positive images. A satisfactory system is in place to support any additional needs of a child and staff have attended training with regard to special needs. Staff are sensitive, patient and discreet when managing children's individual needs.

Children respond well to the staff's high expectations of behaviour and the adults are good role models. Children develop self-esteem and respect for others by learning social skills, for example, sharing fruit and taking turns on the trampoline. Children have formed friendships and cooperate well with each other at tidy up time and when working together on the imaginary building site. Children have great fun negotiating how to 'fix things' with the tools, they cooperate well with each other and pass each other tools on request. Children are kind towards each other, for example, older children help new children settle, they offer to hold hands and suggest they wash ready for snack.

Most children are happy and secure in their surroundings. Children's individual needs are met as there is satisfactory communication with parents. A complaints policy is available for parents, however, this needs to be reviewed and updated as there are inaccuracies within the document. Parents speak positively about all aspects of the pre-school.

Partnership with parents and carers is satisfactory.

Children benefit from an emphasis on partnerships with parents. Parents are kept informed of events and dates by way of newsletters and notices displayed on the notice board within the entrance hall. They are invited and welcomed into the pre-school by friendly, approachable staff. New parents are encouraged to stay and settle their child.

Informal chats each day between parents and staff allow for the exchange of useful information to help children's progress and development. Records are confidentially stored and available to parents at all times. Parents, however, are not fully informed or involved with regard to their children's learning. Some links have been established but are limited. Information regarding the stepping stones and Foundation Stage for parents is not easily accessible.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Children benefit from being cared for by qualified staff. They feel secure and settled through the use of appropriate staffing ratios and the environment is organised so that they feel comfortable and settled. To ensure the well-being of children is not compromised, effective recruitment and induction procedures should be available.

Children's safety, enjoyment, health and achievements are supported by the policies and procedures within the operational plan. Documents to ensure the smooth running of the pre-school are maintained and promote the children's welfare, care and learning.

The leadership and management is satisfactory.

Children benefit from a team who work well together. Through ongoing staff development and training the children are achieving well. The manager delegates some responsibilities and the staff feel valued. Training is encouraged and staff feel supported and are committed to their own personal development.

Children benefit as the manager is enthusiastic, reflective and forward thinking. The staff team are able to identify the pre-schools strengths and weakness and plans are in place that will further develop the group.

Overall children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration. The provider is required to keep a record of complaints made by parents which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review and update the complaints policy and ensure a complaints file is in place in line with the changes to National Standard 12
- ensure a robust recruitment policy and induction programme is in place

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure plans sufficiently link with the children's development records, so that they can progress in their next steps of development and learning
- continue to improve links with parents to ensure they are fully informed regarding their child's development and learning
- ensure staff complete training with regard to the Foundation Stage, observation and assessment.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk