



Hop Skip & Jump Pre-School Group

Inspection report for early years provision

Unique Reference Number	124963
Inspection date	20 September 2006
Inspector	Sandra Patricia Jeffrey
Setting Address	United Reform Church, Addiscombe Grove, Croydon, Surrey, CR0 5LP
Telephone number	020 8688 1464
E-mail	stiz@blueyonder.co.uk
Registered person	Folly's End Fellowship Trust
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 good.

WHAT SORT OF SETTING IS IT?

Hop Skip and Jump Pre School are one of three pre-schools associated with Folly's End Church in central Croydon. It is situated within a church community building in East Croydon. The children who attend are from local and surrounding areas. It is a Christian Pre-school that is open to all faiths. The Pre school incorporates a Christian teaching within the curriculum including telling stories from the Bible.

There are currently 23 children on roll between the ages of two and a half and five years. This includes 18 three year olds and five four year old children in receipt of funding. The Pre school supports children with learning difficulties and/or disabilities and children who have English as an additional language.

The Pre school opens from 09:30 to 12 noon, Monday to Friday, term time only. Five staff work with the children. Four have an early years qualification up to level 3, one has an early years qualification of level 2 and is working towards level 3. The head teacher is also present one day a week.

The Pre school receives support from the local authority and the Pre School Learning Alliance. They also receive in house training and support from the Folly's End Church organisation.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean environment, where they learn the importance of good hygiene and personal care. They have a clear understanding that they must wash their hands before eating, after messy play and after using the toilet, this reduces the risk of cross-contamination. Staff follow good hygiene procedures when nappy changing and potty training. Children's nappies are changed in a designated area where children's privacy is respected.

Parents give prior written consent to administer medication that ensures children receive the correct dosage according to their needs. Five members of staff are first aid trained and there is a rolling programme to maintain this, which ensures staff will be able to meet children's needs should they require first aid treatment. Documentation for the recording of accidents is in place and is generally kept in accordance with requirements.

The children have a varied choice of nutritious snacks and can help themselves to these and a drink of milk or water throughout the session. This helps children develop good eating habits and encourages them to think about their personal needs. Staff gather all relevant information regarding diet and medical history. This ensures children's individual dietary and medical needs are met.

Children enjoy regular physical activities both indoors and out, that help keep them in good health. They use a range of equipment including tricycles, bicycles, hoops and balls to help them develop control of their bodies and their co-ordination. They are becoming aware of how activity affects their bodies and know when they need a drink or a rest.

Children move confidently and in a variety of ways; including running and dancing with streaming ribbons flying behind them in the garden. They are competent when using the outdoor play equipment and have regular opportunities to play in the fresh air. These daily opportunities to be active contributes to a healthy lifestyle.

The setting uses the Birth to three matters framework effectively to plan activities for the younger children. Children under three learn to control their own body and are gaining physical skills appropriate to their stage of development.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from playing in a spacious well organised environment where they can play freely and independently. Children have access to good quality, suitable and well maintained equipment which is regularly checked. Children's welfare and comfort are given high priority.

There are satisfactory systems in place for the safe arrival and departure of the children and children are supervised when playing. Staff carry out visual checks throughout the setting, including the garden. However, the outdoor area is not fully enclosed and the safety procedures are not effective enough to prevent members of the public gaining access to the garden; this compromises children's safety. The practice of using the toaster within the messy room to make the children's snack's is also not suitable.

Children and staff have a clear understanding of the procedures to follow in the event of an emergency, such as a fire, because these are regularly practised and photographs are displayed depicting these practises. Staff interaction helps develop children's awareness of safety within the setting. Children are reminded of the need to play carefully in order not to hurt themselves or others.

Staff have a clear understanding of child protection issues and know what action to take if they have concerns about a child in their care. This ensures staff quickly recognise when a child is at risk and can act in the child's best interest.

Helping children achieve well and enjoy what they do

The provision is good.

Children's individual needs are met and their welfare is promoted. They settle well, enter confidently and make themselves at home. Children's independence is developing well, as they choose from a range of well planned activities that are appropriate for their stage of development, such as making face collages. Staff are developing a good understanding of the Birth to three matters framework and are implementing it effectively into their planning. They use observations of children's development to plan for their individual needs and activities are evaluated to ensure that play opportunities are appropriate.

Children are happy and busy, they enjoy their time at the setting; behaviour is good, friendships are formed and they play well together. Children understand the rules and confidently explore their environment and enjoy new activities and experiences; such as using shaving foam in the small world play and making musical instruments from recycled materials. Staff are good role models. They get involved in play alongside the children and talk to and support the children during their play, therefore children are becoming confident communicators.

Nursery Education

The quality of teaching and learning is good. Children make steady progress towards the early learning goals with the support of staff. Staff have a good understanding of the Foundation Stage and how children develop and learn. Staff plan a wide range of practical activities that

interest the children; such as setting up a baby clinic in the role play area. Children's written assessments are up-to-date and show the next steps of learning; therefore, written planning takes into account children's individual needs. Evaluation of planned activities is good and is used to support children's learning opportunities.

Good planning and teaching throughout the setting helps the children to learn well and to enjoy their time there. Staff create a welcoming environment where children's work is displayed. This shows children's work is valued and gives them a sense of belonging.

Children develop good relationships with adults and other children in the setting. They learn to co-operate and work together by playing games, taking turns and helping to tidy up. Children are beginning to understand differences in their lives, to the lives of others around them, through looking at festivals and different cultures during topic work. Children talk happily about their home life and family. Children listen and concentrate well on chosen and adult-led activities particularly at story time. Children are happy and enjoy their time in the setting.

Children speak confidently to peers and adults. They talk openly during activities about themselves and their families. They express their ideas and experiences well using good vocabulary. Children have access to a range of writing materials. They have opportunities to recognise and to practise writing letters and simple words such as their names on art work and at the snack table. Children enjoy books and handle them carefully. They spend time reading and sharing books with friends and adults; they can re-tell well known stories by looking at the pictures.

Children count confidently by rote and recognise numbers that are important to them. Children recognise the properties of simple shapes such as triangles and circles as they make faces for the current 'God made me' topic. They use appropriate mathematical language during free play activities and are beginning to understand the concept of simple addition and subtraction; they can say what is one more or one less and attempt to add two groups of objects. Children's understanding of space and measuring is also developing appropriately.

Children enjoy experiences such as tasting different foods at snack time, listening to music and playing with the sand and water. They respond enthusiastically when playing their musical instruments. Children use their imagination and express their ideas in various ways; they paint, draw and make collages that represent their experiences. Opportunities to explore and investigate malleable materials such as play dough are also provided.

Children have limited access to a computer, but there are opportunities to use programmable toys and equipment to aid their learning; such as an interactive globe and interactive dinosaur pad. Children are beginning to understand past and present. They discuss people, places and events in their own lives. Children also learn about their environment through discussions and visitors to the setting such as the local librarian.

Helping children make a positive contribution

The provision is good.

Children and staff attending the setting come from a variety of cultures and backgrounds. They are encouraged to develop a positive view of the wider community through acknowledging festivals and by talking about their lives and experiences. Children play with a range of resources that reflect positive images of today's diverse society, such as dolls, books, dressing up clothes and play people. Children's spiritual, moral, social and cultural development is fostered.

Children feel good about themselves and learn to show respect for others. They talk happily about their home life and things that are important to them. Children are treated with respect and staff value their individuality. They encourage children to enjoy all resources and activities so they can benefit from the experiences on offer. There are good systems in place to support children who speak English as an additional language. Staff learn a few words of the children's native language so that they can communicate with them.

There are appropriate systems in place to support children with learning difficulties and/or disabilities. Staff liaise with parents and outside professionals in order to ensure children have equal opportunities to maximise their enjoyment and potential.

Children are helped to understand responsible behaviour. Staff use appropriate strategies, according to the age and stage of development, to help children understand right from wrong; therefore behaviour is good throughout the setting. Children are treated with respect and are given lots of praise and encouragement to promote their self-esteem.

The partnership with parents and carers is good. Staff gather all relevant information to ensure children are cared for according to parents' wishes. Parents and staff work together and share information about children's individual progress and development. Continual assessment and monitoring ensures children's individual needs are fully met.

Parents are informed about the children's activities through the parent notice-boards. Parents receive good information about the Foundation Stage curriculum and the Birth to Three matters framework. Staff involve parents in their child's learning through regular newsletters. Children have the opportunity to take a reading book home each day to encourage pre reading and writing skills. Parents contribute to their child's assessment during regular parents' meetings. The regular sharing of information enhances children's progress towards the early learning goals.

Organisation

The organisation is good.

Leadership and management are good. There are good procedures for recruitment and induction that ensure all staff working with children are suitable to do so. Space is well organised to ensure children gain fully from all activities. Staff deployment is effective and staff work directly with the children at all times. Children feel at home and at ease in the well-organised environment.

Staff follow good policies and procedures to promote the welfare, care and learning of children. Parents are kept informed about the service and their child's activities and progress, this contributes to continuity in the children's care. Children are cared for by suitably qualified and experienced staff who have a good understanding of child development.

The children are organised appropriately into key-worker groups and key staff are responsible for ensuring the observations and assessments are appropriately recorded and shared with parents. Staff are supported in their work and ongoing training is actively encouraged. There are new systems in place to monitor and evaluate the curriculum and care that is on offer. This helps staff to reflect, monitor and improve the quality of the care and education they offer to all children. The staffing team have attended training on the 'Birth to Three Matters' framework and are effective in promoting an inclusive environment in which every child matters.

Most mandatory records are in place to ensure the safe and effective management of the setting in order to promote children's welfare. However, visitors records are not as required and a copy of the complaints log has not been made available to the parents.

There is a strong commitment to develop and improve the setting and good use is made of available outside support. Staff work well together as a team, are competent within their roles and are very caring towards the children.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection an action was set in relation to keeping signed records of all accidents. The setting has ensured that these records have been improved and staff are now aware of the need such records. These improvements safeguard children's welfare.

Another action was set during the last inspection in relation to the records detailing the arrival and departure times of children and staff. A new registration system is now in place and staff ensure these are completed appropriately.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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):

- ensure children are not exposed to dangerous equipment and improve security of outside play area
- keep a record of visitors and make the complaints log available to parents

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):

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