



Christchurch Pre-School Playgroup

Inspection report for early years provision

Unique Reference Number	119991
Inspection date	04 December 2006
Inspector	Maureen Croxford
Setting Address	23 Waterden Road, Guildford, Surrey, GU1 2AZ
Telephone number	01483 568662or07867918877
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Registered person	Christchurch Pre-School Playgroup
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?

Christ Church Pre-school Playgroup is a community pre-school. There are currently 29 children on roll, including 16 educationally funded three-year-olds and six educationally four-year-olds. The playgroup meets in the hall at Christ Church in the centre of Guildford. Opportunities for outside play are provided. The pre-school is run by a committee, the officers of which are Trustees of the Playgroup and is a registered charity.

Sessions operate on Monday, Tuesday, Thursday and Friday between 09.10 and 12.00 during term time only. During the summer term, an additional session is held on Wednesdays (09.10 - 12.00) for children aged four plus. This session is held in the main hall in the church centre. Appropriate procedures are in place to support children who have learning difficulties or physical disabilities.

The setting receives support from a mentor from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are encouraged to follow good hygiene routines. Before snack time children use hand wipes to clean their hands and all surfaces are cleaned with an anti-bacterial spray. Staff ensure that soap, paper towels and steps up to the toilets and sinks are readily available in the cloakroom. This helps to offer children privacy and allows them to develop their independence.

Children are kept safe as all staff members hold first aid certificates and are confident in any actions they may take in an emergency. A full first aid kit is in place and contents are checked regularly. Staff record all accidents and incidents. However, parents have not signed some entries, to confirm that they have been informed. Staff ensure that they are aware of the medical needs of all children and parents are required to give written permission before staff administer any medication.

Children enjoy a good variety of healthy choices of food at snack time, including bananas, apples and pears. Parents regularly provide fruit of their choice and this is shared between all children. Plain biscuits are also available once the fruit has been eaten; ensuring children understand importance of fruit as part of a healthy diet. Staff plan topics and activities which help children to gain a greater understanding of healthy eating. Children have the opportunity to discuss their likes and dislikes as staff sit with the children and value their opinions.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are very warm and welcoming to children and parents. The environment used by the children is clean and well maintained. Children's work is displayed in unique and interesting displays, which helps to foster the children's self-esteem. The large hall offers ample space for children to enjoy a wide range of exciting activities and resources.

The provision has a wide range of safe furniture, in various sizes, which ensures that all children feel comfortable and secure in their surroundings. Children are able to choose from a good range of equipment, which allows them to develop their own ideas. They enjoy playing with and exploring a wide range of toys, which are in a good condition. Regular cleaning rotas are in place for equipment, and children enjoy taking an active part in cleaning larger items, such as the doll's house. Staff check the condition of materials and equipment regularly to ensure the safety of the children.

The parents committee and staff see safety as extremely important and take positive steps to promote safety within the setting. A member of the committee is the designated Health and Safety Co-ordinator and works closely with staff. Risk assessments are carried out regularly and are acted upon, for example, bookcases being fixed to the wall. Staff have a good awareness of security and doors are kept locked and secure, which ensures that children are unable to

leave the premises unnoticed. The provision has a limited outside area and appropriate staffing arrangements are in place to ensure that children are supervised at all times.

Children are protected as staff have undertaken training in safeguarding children and have a detailed understanding of what actions to take if any concerns arise about possible abuse or neglect. Strong policies and procedures support them in their work and these are readily available to parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a stimulating range of resources and experiences provided by staff who plan for both the younger children and the curriculum for the educationally funded children. Staff have developed a comprehensive system of planning and are starting to use the Birth to Three Matters framework, enhancing the quality of experiences offered to all children. This is clearly recorded by staff who use photographs, children's work and written observations to evidence the progress that children make.

Children benefit from staff working closely with parents and outside agencies, including a mentor from the local authority. They also benefit from consistent routines between home and pre-school, which helps to secure children's sense of belonging and emotional well-being. All children are provided with many opportunities to use their senses such as smell and taste.

Staff build strong relationships with children and offer them praise and encouragement when appropriate. They interact very well with the children, including meaningful conversation, good eye contact, reassurance and cuddles. Staff discuss the importance of sharing which reflected at snack time where children take it in turns to pass the plate of fruit to one another.

Nursery Education

The quality of teaching and children's learning is good. Children make good progress towards the early learning goals and engage in a wide range of experiences and activities covering all areas of development. The staff are well qualified and experienced, and use their extensive knowledge of the Foundation Stage to plan a stimulating curriculum. As a result, children are very well motivated and enjoy many exciting experiences to aid their learning.

Parents are given very good information about the Foundation Stage of learning through information sessions and the clearly written prospectus. Staff monitor children's progress and planning takes into account of what children can do. However, planning does not show how activities are extended to allow children that are more able reach their full potential.

Children play well together and develop very good relationships with staff and their peers. They co-operate during play taking turns and negotiate which equipment they wish to use, for example, when using the computer. They are encouraged by staff to be polite and behave well. Children are interested in their activities and show very high levels of perseverance and concentration, for example, during story time. Children are beginning to select resources for themselves and work independently.

Children practice early reading and writing skills, through the provision of writing materials in role-play situations and self-registration. The home corner is set out as a hospital and the children have use of writing materials, clipboards, telephones and keyboards. They have good access to a wide range of books and listen avidly to the 'Romp in the Swamp' story. Staff extend their vocabulary, for example the names of the dinosaurs, which results in children exploring the meaning and sound of words. Staff encourage all children to mark-make such as labelling their art work. Older children understand that print carries meaning and is read from left to right.

Most children count confidently, solve problems and compare during daily routines and everyday activities. They use appropriate language to describe and compare size and quantity. A four-year-old is easily able to complete a matching game on the computer. Children show an interest in numbers and counting in all areas of the provision.

Children investigate and find out about living things for example, growing herbs and sunflowers. Children are developing their keyboard skills as they use the computers and other simple electronic toys. They are very confident when using the mouse and easily follow the simple instructions given. Staff plan many opportunities for children to explore other cultures and festivals.

Children's manipulative skills are well developed and they successfully use a wide range of tools and materials in the many creative activities offered. Staff plan activities for children to enjoy physical play both inside and outside. Children receive many opportunities to explore texture, colour and shape. Many worthwhile opportunities are offered which allow children to use their imagination in role-play, art and music. They enjoy singing simple songs and listening to music.

Helping children make a positive contribution

The provision is good.

All children in the nursery are valued and respected as individuals by staff. They develop a positive attitude towards themselves and others because staff provide resources and activities that reflect diversity of different cultures and genders. Procedures are in place to support children with learning difficulties and physical disabilities. Some support is offered to children for whom English is an additional language to help them feel secure, included and welcomed.

Staff help children to understand why some behaviour is not appropriate and talk to them about how it makes each other feel. As a result, children know what is expected of them and show high levels of confidence and self-esteem. They recognise the difference between right and wrong and show concern when one child gets hurt accidentally. Stickers are used to reward positive behaviour and children respond well to consistent praise and acknowledgement from staff.

The partnership with parents and carers is good. Staff regularly discuss the progress of the children with parents using the children's assessment records. They also share information informally on a daily basis as staff make time to talk about their children's achievements. Parents receive information about the early learning goals, in the information pack. Parents are encouraged to contribute to their child's learning, for example, being part of the committee,

by contributing to the assessment of their child and sharing books with children that they borrow from the provision. This is a positive approach. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

All staff hold appropriate childcare and teaching qualifications, and all have experience of caring for children. They are well deployed and are aware of where they are most needed. While one member of staff reads a story another moves to sit with children to ensure that any disruption is calmed immediately and effectively.

The on-going training programme, for example, Birth to Three Matters, First Aid, Safeguarding Children and NVQ training, contribute to the children's health, safety and well-being. Children benefit and make good progress in their learning due to the very good knowledge of the staff who extend activities naturally.

The leadership and management of the nursery education is good. The manager and committee have ensured that all those working with children in receipt of funding for nursery education have a good knowledge of the curriculum guidance. The committee provide extensive support on a regular basis. Systems are in place to monitor the quality of teaching and learning in the provision, such as quality assurance and staff appraisals. All required paperwork is in place and readily available including the daily record of attendance and operational plan.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection the staff have developed their policies and ensure that all existing injuries are recorded in a confidential manner in order to protect children. The procedures for hand washing prior to snack time have been reviewed to comply with good hygiene practices. Children use anti-bacterial wipes to clean their hands before snack time.

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 all accident records are signed by parents or carers
- develop further methods to aid children for whom English is an additional language to help them feel secure, included and welcomed.

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):

- develop planning further to show how activities are to be extended to allow children that are more able reach their full potential.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk