



Zion Community Preschool

Inspection report for early years provision

Unique Reference Number	EY321532
Inspection date	14 December 2006
Inspector	Shirley Ann Jackson
Setting Address	Church Hall, Woodend Road, Frampton Cotterell, Avon, BS36 2HX
Telephone number	07715 467764
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Registered person	Zion Community Preschool
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 satisfactory. 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?

Zion Community Pre-school is managed by a voluntary management committee, made up of parents of children at the group and members of the local community. It opened in 1970, and changed to using the current name in 2006. The group operates from the church hall. It is situated in the centre of the village of Frampton Cotterell, South Gloucestershire. Children have access to a secure enclosed outdoor play area. Children come mainly from the local area.

The group is open each weekday from 09:15 until 12:00 during term time only for pre-school children. A rising- three's group is offered on Tuesday from 12.45 until 14.45. There are currently 31 children on roll aged from two to four years. This includes 24 children receiving nursery education funding. The group can support children with learning difficulties or disabilities and children who speak English as an additional language.

Children are cared for by a core staff team of four. Three of the staff hold recognised childcare qualifications to level three. The group receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children independently manage their own self-care needs with effective support from staff, when needed. Their health is promoted as staff appropriately handle accidents and incidents within the setting. Staff hold current first aid certificates and a first aid box is readily available. All accidents are appropriately recorded and shared with parents. Children begin to learn about why they need to wash their hands as staff sometimes discuss this with them. However, procedures for hand washing do not minimise the risk of cross-infection.

Children are cared for in a clean and well maintained environment. They begin to learn how to keep their environment clean and tidy as they help to tidy toys away. They also begin to take responsibility for their actions as they help to sweep up spilt sand.

Children are offered snacks at the group. Staff consider children's dietary requirements when planning which snacks to offer. Children sit together to eat snacks and this encourages development of their social skills. However, the range of snacks offered is not always the healthy option.

Children move freely around the available space. They respond to music by means of gesture and movement. For example, they enjoy following the instructions during a music and movement session. Children have the opportunity to be active each day. However, this is mostly a large group activity and children do not have the choice to choose this for themselves during the free play session.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in premises which are bright and well maintained. The building is secured when all children are present. This ensures that there is no unauthorised entry and that children cannot leave the building un-noticed. The hall offers plenty of space for children to move around freely. Children are supervised well as staff are alert to hazards. Staff encourage children to think about the consequences of their actions, for example, when playing with balls indoors beside the other children.

Children play with a good range of resources and equipment which is safe and suitable for their age and stage of development. Staff set this out before children arrive and children then choose from this selection. Children are able to independently select some resources and activities from accessible storage. Toys and resources are good quality and are well maintained.

All staff have attended recent child-protection training so they are able to identify if a child is at risk of abuse or neglect. They are aware of what to do if they have concerns about a child's

welfare. Procedures ensure that children are protected should an allegation be made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settle well with effective support from staff. Children have positive relationships with staff and with friends at the group. Children generally take part in a stimulating range of activities which help them to make progress in all areas of their learning.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a sound knowledge and understanding of the Foundation Stage curriculum. They have completed relevant training to support them and all are clear about the aims of activities and what children are expected to learn. Planning is mostly effective. It is linked to the stepping stones and generally promotes children's all-round development. Staff use their knowledge of the children to differentiate activities to ensure that challenges are appropriate. The use of time is sometimes limited at large group and transition times. Staff make sound use of observations and assessments to inform future planning.

Children talk confidently to familiar adults and their friends. They respond to simple instructions, such as, sitting on the carpet for story time. Some children talk through an idea, reflecting on it and modifying what they are doing. For example, children making a birthday cake in the sand tray talked about how they would make the candles and tried various methods before they were happy. Some children distinguish one sound from another, such as, the first letter of their own name and those of their friends. Children listen to and join in with stories and show interest in illustrations in books.

Children show an interest in numbers and counting. For example, children regularly count the numbers of children and adults present. Some children begin to use fingers to represent numbers, for example, when counting to three before singing. Children use size language, for example, a child said "he's all big" when listening to the story. Some children observe and use positional language, such as putting bricks on top, underneath or next to the other bricks.

Children remember significant things which have happened to them, for example "I went to the zoo yesterday". They have opportunities to show an interest in why things happen and how things work, such as watching an adult making an envelope. Children have opportunities to investigate construction materials and realise that tools can be used for a purpose. Children have limited opportunities to show an interest in information technology.

Children recognise and differentiate colours as they tell staff what colour the pens are. They enjoy singing and join in with familiar songs. Some children sing to themselves as they play. Children have opportunities to show an interest in what they see, hear, smell, touch and feel. Children use their imagination within their play. For example, children used their own first-hand experiences to write letters to "Santa" and make cups of tea.

Helping children make a positive contribution

The provision is satisfactory.

Children learn about the culture and faith of others through celebration of different festivals. The group has a suitable range of resources which reflect the wider community. This helps children to develop a positive attitude to others. Children with learning difficulties or disabilities are well supported by knowledgeable staff who have clear understanding of their requirements. This enables all children to take part in activities in their own way and at their own level.

Children settle quickly into the group as families receive effective support from the staff team. They learn to relate to each other and increasingly link up with others for support. Children willingly share and take turns, at times without adult support. This builds on their understanding of showing consideration for others. Children choose their own free play activities from those set out and from some accessible storage. This decision making begins to build confidence and promotes their self-esteem.

Staff are positive role models for the children. They have a calm and re-assuring manner which children actively seek out when they are unsure. Children follow the example of the staff and behaviour is generally good. Staff use praise and encouragement which helps to build children's self-esteem and promotes positive behaviour. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. They are provided with clear information in the prospectus about the group and the curriculum followed. Parents are able to gain greater knowledge of how activities help their children to learn, by helping during sessions. Parent's opinions are sought through an annual questionnaire to ensure that the care provided meets children's needs. Parents have daily opportunities to speak to staff. Parents spoken to were happy with the care offered to their children.

Organisation

The organisation is satisfactory.

There are sound procedures in place for appointing and vetting new staff. The person in charge of the setting is appropriately qualified to provide care for young children. The staff team are committed to further training to aid their professional development as well as benefiting the children attending the group.

Staff make mostly good use of the available space, time and resources so children are effectively supported. However, the organisation of large group and transition times is sometimes limited and this can leave children un-focused and instances of challenging behaviour occur. There is a clear staff structure and staff work well together as a team. Children receive good levels of adult support as mandatory ratios are maintained at all times.

Records are accessible, stored securely and confidentiality is maintained. The daily register provides a record of children's attendance. The certificate is displayed clearly so parents have free access to information about the conditions of registration.

The leadership and management of the setting is satisfactory. Staff are clear about their roles and responsibilities. Their practice is regularly reviewed followed training. Staff are helped by a willing and supportive committee. There are strategies in place to monitor children's progress and the setting makes good use of the guidance and support provided by the Local Authority. The development plan to address areas for improvement of the group is only carried out verbally. Links have been formed with the nearby school to ease children's transition from one setting to another. The setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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 hand washing procedures help to prevent the risk of cross-infection
- make sure that the range of snacks offered helps to encourage healthy eating
- improve organisation of transition and large group times to ensure children supported

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 that activities covering all six areas of learning are offered at every session, with particular regard to knowledge and understanding of the world

- consider ways to provide large physical movement during free play time to give children the opportunity and choice to be active at this time

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