



## **Hop, Skip & Jump @ Christchurch**

Inspection report for early years provision

<b>Unique Reference Number</b>	402933
<b>Inspection date</b>	12 January 2007
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<b>Registered person</b>	FOLLYS END FELLOWSHIP TRUST
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Hop, Skip and Jump Preschool at Christchurch opened in September 2001. It is one of three preschools run by Folly's End Church in Croydon. The preschool runs from a church hall in the West Croydon area. There is an outside area available for outdoor play. The preschool is part of the ministry of Folly's End Church and their Christian teachings and beliefs are actively promoted in the literature and activities of the group. Places are, however, open to children of all religions and a high percentage of the children who attend do not come from practising Christian families.

There are currently 24 children aged between two years and five years old on roll. Of these 16 children receive funding for nursery education. The group supports children who speak English as an additional language. The setting is open from Monday to Friday from 09:30 to 12:00 noon, during term-time only.

There are currently four members of staff who work with the children. Of these, three have relevant childcare qualifications. The setting receives support from the local authority through their Early Years Advisors, and is a member of the Preschool Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children enjoy helping themselves to a snack from the café area, and benefit from healthy choices such as fruit, nan bread and sliced vegetables. They learn to pour their own water from the jug and wash up their plate and cup when they have finished. Children begin to learn about simple, good hygiene practices when they wash their hands in the cloakroom after going to the toilet, using the liquid soap and paper towels provided. However, children use a bowl of soapy water to wash their hands before they eat and share a towel to dry them, which does not fully protect them from the risk of cross-infection.

Children take part in regular physical play sessions as part of the daily routine, which contributes to a healthy lifestyle and supports their physical development. They enjoy group games with the parachute and take turns rolling a ball to knock over the skittles. They practise new skills as they negotiate the climbing frame, showing pleasure when staff cheer and clap to celebrate their achievements.

Staff can respond appropriately to minor injuries or accidents because three staff have a current First Aid certificate, which means a qualified person is always on duty. There are systems in place to record any accidents that children have, but accident sheets lack detail and some do not include children's full names, so they do not all provide an accurate account of what occurred.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Staff work hard to create a welcoming, stimulating environment for children, making use of screens and displays to divide up the large play space. They conduct regular risk assessments and review these as needed, which helps identify and address any potential hazards and reduce children's risk of accidental injury. Safety precautions are in place such as covers for the radiators and electrical sockets, and the building is kept secure while the preschool is open. Staff are vigilant about supervising children at all times, for instance accompanying them to the toilets. Children begin to learn to keep themselves safe when staff remind them of the rules, such as why they mustn't run inside. They have access to a good variety of play materials and resources that are clean and in good condition, and which are suitable for their age and stage of development. This helps ensure they can play safely. Children's welfare is safeguarded because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are well supported as they come into the setting, and most children confidently follow the morning routine, putting their name on the board and returning their borrowed book to the shelf. The setting offers a caring environment where children are welcomed warmly and staff interact positively with them as they play. Children choose from a good variety of activities that provide a range of experiences which support their development. They become familiar with the regular routine, which includes free-play and planned smaller group times. Staff use the 'Birth to three matters' framework to make observations of younger children's achievements, and plan some activities specifically for children aged under three years old.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a sound understanding of the expectations for children's development in the Foundation Stage, and plan a wide variety of activities and experiences that cover all areas of learning. They provide a supportive environment where children learn social skills and develop independence.

Children are keen to communicate using words and signs, and staff provide support so they can express their ideas and views. They enjoy listening to stories with staff and making marks as they play in the 'café', and some children can write their name, forming recognisable letters. Their understanding of maths develops as they count the number of children present at circle time and begin to use language to describe size and position as they play. Children talk about the day of the week and the weather outside during group sessions. They explore shaving foam in a tray and enjoy rolling marbles in paint to create a picture. Children help themselves to materials from the craft tent to express their creative ideas, cutting and sticking as they design a collage or make a model. Their imaginations are stimulated as they act out their experiences in the well-planned role play area.

Children are keen to take part in activities and are well occupied throughout the session. However, staff are not given clear guidance about how activities link to the weekly learning aims, or to children's individual next steps for their learning. This means that often activities do not have a clear focus, and although children enjoy them, they are not used effectively by staff to help children build on what they already know and can do.

## **Helping children make a positive contribution**

The provision is good.

The setting serves a diverse community and all children are welcomed and valued as individuals, including those with learning difficulties and/or disabilities. Information about children's individual needs is gathered before they start, and is regularly reviewed with parents so that staff can provide appropriate care. Children learn to value diversity as they play with a variety of resources that reflect the wider community, such as musical instruments, dressing up or role play equipment, and when they taste food from other countries when they have their snack. Staff make sure posters, books and stories are available in children's first language and use

sign language and props to help ensure all children can take a full part in the session. Children's spiritual, moral, social and cultural development is fostered.

Children grow in confidence and begin to learn to take care of their own needs when they are encouraged to get their own tissue to blow their nose, pour their own water, and wash up their own plate after their snack. They have opportunities to select their own resources and all have a role to play when it is time to tidy up. Staff are calm and consistent, using strategies such as songs and signs to reinforce routines and expectations. Their effective approach to behaviour management helps children begin to learn to work harmoniously together and behave well.

Children benefit from positive relationships between their parents and staff at the preschool. Parents are kept well informed through the prospectus, notice boards and regular letters. There are opportunities for parents to see their child's file at parents' lunches, and they are given regular written reviews. The partnership with parents of children who receive nursery education is satisfactory. Parents receive information about the Foundation Stage curriculum in the prospectus and are encouraged to be involved in their child's learning, for instance when children take home a book to share.

## **Organisation**

The organisation is satisfactory.

Effective recruitment procedures ensure that children are cared for by staff who are appropriately vetted and have a sound understanding of child development. Staff work well together as a team and have clear roles and responsibilities, which are allocated to them each term. Regular staff meetings ensure staff are kept up-to-date and that policies and procedures work effectively in practice. All required documentation is in place, although some records lack some of the necessary detail.

Leadership and management of the nursery education provision is satisfactory. The setting has worked hard to address previous areas for improvement and made good use of external advice and support. The manager and head teacher show a strong commitment to continual development. Some systems for reviewing the provision have been introduced. However, these are not yet sufficiently rigorous to ensure any areas for improvement are picked up and addressed at an early stage, in order to reduce their impact on the education provided.

Space and resources in the setting are well organised. The hall and other areas of the premises are used effectively to provide a balance of experiences for children, and resources arranged to allow children to develop independence. Overall, the setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last Care inspection the setting was set an action to ensure that all staff are appropriately vetted. Recruitment procedures are now in place that ensure that all staff submit to Criminal Record Bureau checks before they commence employment. This helps ensure that children are only cared for by people who are suitable to do so. The setting was also set an action to confirm

that gas, electric and other appliances and fittings conform to safety requirements. The setting provided evidence of this, which ensures appliances and fittings do not pose a hazard to children.

In addition, at the last Care inspection it was recommended that the setting made improvements to: the provision for children with learning difficulties and/or disabilities; the resources and activities provided that promote equality of opportunity; and the way they communicate with parents who speak English as an additional language. The setting has addressed all of these issues with advice and support from external agencies. There are currently systems in place within the wider organisation to identify and support children with learning difficulties and/or disabilities, and the new manager will shortly be taking over the co-ordination of this support. Resources and activities that help children develop a positive view of the wider community have been extended. Signs, posters and letters are all translated into parents' first language where required, and a staff member who speaks a variety of local community languages has recently been recruited. These measures help ensure all families are included and can play a full part in the setting.

It was also recommended that the setting improved staff's knowledge and understanding of child protection issues. All staff now complete child protection training and there is clear guidance in place. This helps ensure staff act to safeguard children's welfare where required.

At the last inspection of their nursery education provision, the setting were asked to develop staff's understanding of the Foundation Stage curriculum, improve the use of observations of children's progress to inform activity planning, and develop systems for monitoring and evaluating the education provided. The setting has since provided training and support for staff which has led to improvements in their practice with regards to the implementation of the nursery education programme. Systems have been established to link observations of children's progress to the planning of activities, and to monitor the provision, but these are not yet fully developed.

### **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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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):

- improve hygiene practices relating to children's hand washing before snack time
- make sure accident records contain sufficient detail, including the full name of the child concerned

### **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):

- provide more guidance for staff regarding how planned activities are intended to help children make progress towards the stated weekly learning aims and/or their individual identified next steps
- further develop the systems for evaluating activities and monitoring and reviewing the quality of the nursery education provision

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