



Church Lane Pre-School

Inspection report for early years provision

Unique Reference Number	115244
Inspection date	02 February 2007
Inspector	Carol Cox
Setting Address	Holy Trinity Church Hall, Church Lane, Nailsea, North Somerset, BS48 4NG
Telephone number	0777 6401178
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Registered person	Ruth Sheffield and Carol Dean
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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Church Lane Pre-School is a well-established group which offers sessional care for up to 24 children at the Trinity Church Hall in Nailsea, North Somerset. It opened in 2001.

The group operates each weekday morning between 09.15 and 12.00 noon, during term times; there is also a "pre-school plus" session on a Wednesday afternoon between 13.00 and 15.30 during the spring and summer terms, for children who will start school in September. Younger children are offered a special session on Monday afternoons and Wednesday mornings.

A maximum of 24 children aged from two to under five years may attend at any one time. There are currently 44 children on roll. Of these, 35 children receive funding for early education.

The pre-school has experience of offering support to children who have learning difficulties or disabilities and those who speak English as an additional language.

The pre-school is owned and managed by two people who have appropriate early years qualifications and experience. They employ seven members of staff, of whom five have appropriate early years qualifications. The pre-school is a member of the Nailsea cluster group and receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health is effectively promoted through excellent procedures and practices. Staff are proactive in encouraging children to learn good independence skills, for example, children practise changing into daps at the beginning of each session and again at home time. As the group have no outdoor play area staff ensure that children have regular opportunities to enjoy physical play through careful organisation of the large hall and using the local community for walks. For example, during boisterous and energetic play children expertly demonstrated their skills at rolling, climbing, pedalling, bouncing and slithering. They showed great skill at manoeuvring pathways around tables and other children and a good awareness of the safety needs of others. They enjoy free access to a wide range of challenging tools and equipment and thrive on opportunities to practise new skills. For example, younger children were engrossed in cutting and sticking junk together to create their own designs.

There are robust procedures in place to obtain and record all guidance, information and administration of any medication needed by children. The specific medical needs of individual children are scrupulously recorded and advice is sought from health visitors and doctors in accordance with parents' wishes. All accidents and incidents are clearly recorded and witnessed and signed by staff and parents in a confidential manner.

Staff are meticulous in recording the individual food needs of each child and ensure they are protected from allergic reaction through scrupulous written reminders. They encourage children to enjoy fresh fruits, but also recognise that they need some energy food too. Staff have carefully researched the dietary needs of young children and have decided that the salt content of most savoury biscuits and snacks is very high so they offer breadsticks as an alternative. Staff share snack time with children and all enjoy the break and time for discussion.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Staff are vigilant about safety and make rigorous risk assessments and checks to ensure children are safe at all times. There are rigorous procedures in place to protect children from unauthorised people. For example, notices on the doors remind parents that children may only be collected by authorised and identified people and ask parents to renew all collection details regularly. Staff talk to children about keeping themselves safe and children show a good knowledge of simple safety rules. For example, children can explain how many children may use a piece of

large equipment at a time and know they must not use the climbing frame or trampoline without adult supervision. As part of their induction procedure new staff members learn about fire and evacuation procedures. Fire drills are held regularly and carefully recorded.

Children are very well protected by the excellent child protection policy and procedures which are well known by all staff who attend regular training. The child protection policy and procedure are regularly updated and shared with parents.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enter the hall happily, chat with their friends and staff and quickly settle at register time. Staff offer sensitive support for younger children when they first attend, parents are welcome to stay. Special sessions are held twice a week during the spring and summer terms to offer younger children increased support and opportunities for them to explore and play within their own peer group. Staff observe children carefully and use a combined knowledge of the Birth to three matters framework and the Foundation Stage curriculum to plan very effectively to help children learn and make very good progress.

Nursery Education

The quality of teaching and learning is outstanding. Children make excellent progress in all areas of learning through a wealth of carefully planned activities which children freely choose. Staff have a thorough knowledge and understanding of the Foundation Stage curriculum and use their skills effectively. Staff carefully observe children's learning and keep detailed and purposeful records of children's progress towards the early learning goals. The learning profiles include anecdotal evidence, examples of children's own work and photographs of them enjoying activities or displaying achievements. Key workers use this detailed assessment information to systematically identify learning objectives for individual children. These records are used to inform planning and a list is kept to hand to remind staff of the specific learning targets for each child.

Skilful key workers know their children very well and interact with them intuitively to challenge and motivate them through both adult and child initiated activities. Consequently, children are eager to learn, have high self esteem, are very confident to try new experiences and show great joy in their achievements. Children who have learning difficulties or disabilities are very well supported by staff who have an excellent knowledge of how to promote their learning. For example, staff have developed a relationship with parents and local speech and language therapists and have an agreement whereby they can refer children directly for assessment based on their detailed observations of children's development.

Staff are very skilled at extending and supporting each child. For example, a child showed real joy and a sense of achievement when managing to cut with scissors, the member of staff enthusiastically encouraged and praised his effort. Children love choosing their own materials and resources and are free to express themselves by mixing resources. For example, two boys playing with play dough fetched some cars which they covered in dough and then played driving in the fog! Children's own work is proudly displayed and used to illustrate their learning records.

Children have a very positive attitude to learning and are able to concentrate for long periods on freely chosen activities. They practise their mathematical skills through meaningful activities, for example, they count the number of children present at register time and use mathematical language in their building to describe shapes, comparative sizes and position. Children are offered an abundance of chances to recognise numbers and love singing well known number rhymes.

Children thoroughly enjoy stories and enthusiastically join in well known refrains or contribute to the story with sound effects. More able children are beginning to use books for reference, for example, a group of children examined tins of cat food in the role play vet's corner and made their own animal food boxes and labels with the help of staff. Children have many opportunities to link marks and meaning on clearly labelled resources and relevant home-made posters. Most children are able to recognise their own names and staff sensitively support less able children with contextual clues. Some children write their names independently and all show an awareness of the meaning of marks in their pictures and games. Children love taking the pre-school's writing bags home, these contain an interesting variety of mark making activities and offer information to parents about how they can help their children develop new skills.

Children have a good knowledge of their world from regular trips in their community and visits to local amenities. They enjoy exploring and experimenting with different materials and media. They have a wealth of opportunities to investigate and observe living things, such as gerbils brought into the pre-school during their animal topic. They sing familiar songs enthusiastically, make music and use their vivid imaginations to create scenarios from their own lives. Children are beginning to understand the concept of time, older children talk about their birthdays next month or in the summer. Younger children are supported in understanding the sequence of the pre-school session from a photo story-board showing the routines of pre-school.

Older children are additionally supported through a pre-school plus session once a week during the spring and summer when they learn the practical skills, such as lining up, planning and reviewing their work and generally preparing them to start school in September. The pre-school has excellent links with the local school where most children move on to, parents find this link invaluable.

Helping children make a positive contribution

The provision is outstanding.

Staff value parents as the most important partners in children's learning and development. All children and families are welcomed, and children with specific needs are exceptionally well supported, as staff work effectively with parents and other professionals to promote their progress. Children are sensitively and consistently encouraged to consider the needs of others. They link with the local community and last summer grew flowers and vegetables in the gardens of elderly neighbours. They learn to respect different beliefs and enjoy celebrating festivals from their own and others' cultures.

Children behave very well and staff are sensitive and knowledgeable about how other factors may affect a child's behaviour. They work closely with parents and seek advice when necessary

to enable children to relax and enjoy the opportunities open to them. Staff talk to children gently about the need to be aware of others and explain how their behaviour may affect others.

Partnership with parents is outstanding. Parents are closely involved with the work of the pre-school and contribute in different ways. Parents receive excellent information about policies and procedures, for example, the foyer displays a 'policy of the week' to encourage parents to learn more about the running of pre-school. They are encouraged to support their child's learning by consolidating and progressing skills at home which children have started in pre-school, for example, through the writing bag activities or the books which children freely choose to take home. Parents are regularly invited to share their children's records with key workers and are given clear and meaningful information about their child's progress and the Foundation Stage curriculum. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is outstanding.

Leadership and management is outstanding. Staff are supported extremely well by the owner/managers and are encouraged to be proactive and innovative in their practice. For example, two members of staff have taken responsibility for developing a system to evaluate learning activities, this benefits the whole pre-school and enhances the staff members' knowledge and understanding of how to help children learn. The whole staff group are involved in a quality assurance scheme and are finding the experience very worthwhile. A rigorous system is in place to ensure best practice when recruiting staff, this includes parent representation during the interview. An excellent staff appraisal system has recently been developed to identify staff and pre-school training needs. This system offers staff members the opportunity to appraise the owner/managers. The appraisal system is a two way process and includes opportunities for self reflection and a declaration of continuing suitability to work with young children.

All staff are highly committed to improving the provision and regularly participate in training and meetings to plan for children's learning and the development of the pre-school. The excellent management is further enhanced by the managers' roles as lead practitioners in North Somerset and their membership of a local training group.

All necessary records and documentation are regularly reviewed, signed and dated by parents and stored securely. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the pre-school was asked to ensure that children are all positively involved in planned activities. Staff are vigilant in planning a wide range of activities based on children's next steps in learning identified through the excellent assessment records maintained by key workers. Other key issues identified in the education provision were: opportunities for children to use comparison in everyday activities; opportunities for children to plan and create their own ideas in three dimensional form and to extend mathematical language to include more complex shapes; increase opportunities for children to use and explore musical instruments in

free play. These issues have all been addressed with great care and skilful planning to ensure the learning needs of all children in all areas of learning are best promoted.

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

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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