

Frinton Chapel Preschool

Inspection report for early years provision

Unique Reference Number	EY259418
Inspection date	12 June 2007
Inspector	Lynn Denise Smith

Setting Address	62 Old Road, Frinton-on-Sea, Essex, CO13 9BY
------------------------	--

Telephone number	01255 850219
-------------------------	--------------

E-mail	
---------------	--

Registered person	Frinton Gospel Chapel
--------------------------	-----------------------

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?

Frinton Gospel Chapel Pre-school is run by the Partnership of Frinton Gospel Chapel. It opened in 1993 in the current premises and operates from a church hall. It is situated in Frinton on Sea. A maximum of 26 children may attend at any one time. The pre-school is open five days per week from 09:30 to 12:00. All children share an enclosed outdoor play area.

There are currently 40 children aged from three years to under five years on roll. Of these, 37 children receive funding for nursery education. Children come from the local and surrounding areas. The pre-school currently supports a small number of children with learning difficulties and also supports a small number of children who speak English as an additional language.

The pre-school employs 12 staff. Of these, nine hold appropriate early years qualifications. Two staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are kept healthy at this setting as staff have clear procedures for ensuring children's health needs are met. They obtain relevant information from parents on the children's health needs and any special requirements. Children who have accidents at the setting are comforted and their injuries dealt with by one of the many first aid qualified staff. Their injuries are logged in writing and shared with parents.

Children are developing an understanding about appropriate hygiene practices as they follow the staff's direction with regards to wiping their hands on a wet wipe before they eat their snack. Their current practice of using a communal bowl of water and occasionally a communal towel to wash their hands before and after some activities is currently being reviewed by staff.

Children have daily opportunities to experience fresh air when they enjoy free flow play between the building and a narrow outdoor area which runs along the side of the main hall. They are actively encouraged to use this area in a range of weather and for the duration of the first part of the morning session. They also have opportunities to participate in group outdoor play at another local church which has a large, safe area to play in.

Children are provided with a mid session snack when they attend the pre-school. They are offered an interesting selection of snack foods which include fresh fruit and vegetables. They also have opportunities to make their own snack on occasions, for example, when they make pizza and toasted sandwiches. Children sit together in groups of six to eight children for their snack and are accompanied by a member of staff. The current procedures for snack time do not always promote children's independence to enable them to play an active role in the preparation and organisation of this time. Children help themselves to fresh drinking water from a small table top dispenser.

Children's physical development is promoted through an exciting range of both indoor and outdoor activities. They have opportunities to learn how to run, jump, catch and throw a ball when they play with a selection of equipment which enables them to explore these skills. They participate in obstacle courses and are encouraged to move around the courses in different ways. Children have opportunities to climb when they are offered the use of the large indoor climbing frame. Children's fine motor skills are developed as they have daily use of an interesting selection of tools which help to promote this development. For example, they use a range of different sized paintbrushes, cut with appropriately sized scissors, use play dough cutters and rollers and place intricate pieces of puzzles together in the right places.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children come to play and learn in a bright and attractively decorated room within the Frinton Gospel Church building. They enter the building through the main door and self register by taking their name and placing it on a large board containing a photograph of each of the children. They then enter the pre-school room which is already set up to offer them a range of fun and interesting play opportunities. The playroom is made bright and welcoming as staff display a good selection of colourful posters around the walls and also present examples of the

children's creative work. Children freely play in an outdoor area which they can access independently.

Children safely access an exciting range of toys and play materials which are presented for them at their height, either on low tables or on mats on the floor. If they require additional resources staff help them to access these from the low-level cupboards situated around the room. Children play with clean and maintained toys as staff have clear procedures in place for keeping the equipment clean and regularly checked for safety.

Children's safety is promoted within this setting as staff carry out a range of daily and regular risk assessments. They check the premises each morning and risk assess any other areas they intend to take the children to, for example, the large church garden which they use for physical play. Children's safety is, however, compromised as the door leading from the playroom to the outdoor area is not currently held open, therefore may swing closed in the wind and injure a child.

Children are developing an understanding of how to keep themselves safe when they walk along to road. They are encouraged to hold on to a long rope with knots tied at appropriate places along the rope. Staff supervise the children well as they carefully walk across the road to a larger church garden. Children are encouraged to look and listen for any cars and know that they must not cross the road until it is clear of traffic.

Children are effectively protected from potential harm as staff demonstrate a sound understanding about their responsibilities with regards to keeping children safe. They are always in the close supervision of staff and effective monitoring of the door and visitors ensures that children are always supervised by adults who have had appropriate checks.

Helping children achieve well and enjoy what they do

The provision is good.

Children have fun at this pre-school. They actively participate in a wide range of planned and free play opportunities which are stimulating and exciting. Children are encouraged to guide their own play and learning for the first half of the session and have opportunities to join in with more focussed, adult-led activities for the second half of the morning.

Staff are very attentive to the children's needs. They are receptive to their questions and queries and extend their language and vocabulary by asking open-ended questions and opening avenues for discussion. Children form warm and caring relationships with the staff and are effectively supported as staff are suitably deployed around the setting.

Children are provided with an exciting and interesting range of toys and play materials each session. They move freely between the table top activities and the toys presented on the floor. They enjoy free flow play between the main playroom and a small outdoor area.

Children who do not wish to participate in large group activities are provided with additional resources, for example, those not wishing to join in with an obstacle course are provided with a large ball of play dough and a range of cutters and shapes. Staff support their freedom of choice and encourage them to make choices over their play.

Nursery education.

The quality of teaching and learning is good.

The quality of teaching within this setting enables children to make good progress in all six areas of learning. Staff demonstrate a sound understanding of the Foundation Stage and how children develop. They update their knowledge through training courses and are well-supported by the Early Years Partnership.

Effective long, medium and short term planning is in place to ensure that the stepping stones are covered through the day to day planning of appropriate activities. Staff play an active role in assisting with the planning and are beginning to hold regular planning meetings during which they take a specific theme and concentrate on how they can incorporate a range of activities to promote the stepping stones over the following half term period.

Children's time at the pre-school is well-organised and allows good opportunities for them to participate in quiet and active times. They benefit from a clear mixture of planned and free play. Resources are well-presented and provide good opportunities for children to play with a large selection of different equipment throughout the session.

Key workers make regular observations of the children's progress and achievements and plot their observations against the various stepping stones. They use this information to inform their future planning and to ensure that they are knowledgeable about each child's next stage of development.

The planning clearly shows how the activities are adapted and differentiated to meet each child's ability. Staff are confident in their approach towards differentiation and acknowledge differing children's likes and dislikes, for example, when some children want to explore the paint, but not touch the cooked spaghetti, a member of staff moves the spaghetti out of their way and supervises the activity to ensure they are happy with their explorations.

Children learn in a well-organised and calm environment. Staff maintain the relaxed environment by ensuring there are adequate numbers of staff to fully supervise the children and to provide the children with individual attention where required.

Children are confident and settled within this pre-school. They are motivated and enjoy learning and take pleasure in talking to each other on an individual basis and in the larger group. They form good relationships with each other and develop sound friendships.

Children's communication, language and literacy is promoted through a range of free play and adult-led activities. Children confidently chat to each other and to the staff. Their language is extended by staff sitting with them and encouraging them to think about what they are doing and why. They have good opportunities for mark making as they make free choices over the drawing and writing resources on offer to them at all times. Planned mark making activities are also included within the day to day planning. Children enjoy looking at books and are encouraged to take books home from the pre-school to share with their parents and siblings.

Children's mathematical skills are developed as they play with a range of toys and resources which encourage counting, sorting and shape recognition. They access a selection of posters which depict numerals and are beginning to recognise that numbers have a meaning when they are asked to count the pictures on the numerals poster and associate them to the correct number. Opportunities for children to develop counting skills and simple calculation through everyday activities such as snack are sometimes limited.

Children have opportunities to develop their knowledge and understanding of the world when they watch caterpillars grow into butterflies, when they watch the birds in the outdoor area

and when they explore insects who live under logs and containers. They learn about growing when they plant beans and bedding plants. Their understanding of their local environment is promoted when they go for walks and discuss the shops and buildings around them. Children have daily use of two computers and extend their understanding of information and communication technology through regular use of pre-programmable toys and resources. Children construct with a range of materials both freely and with a purpose.

Children enjoy being creative. They access a good selection of creative play materials which they utilise in whichever way they choose. Children have fun dressing up and expressing themselves through role play. They play with musical instruments and join in with favourite songs and rhymes.

Helping children make a positive contribution

The provision is good.

Children are settled, happy and confident within the setting. They separate from their parents and carers with ease and immediately become fully engrossed in the toys and activities available to them. Children's individual needs, likes and dislikes are valued and respected as staff treat all children with equal concern and respect. Children develop a sound sense of place as they self-register each morning. They recognise their written names from the selection which is placed on a table in the entrance hall and position it on their photograph, which is displayed on a large board. They have opportunities to name the other children and talk about their friends with their parents and with the staff. Children's individual needs and personalities are known to the staff as they spend valuable time getting to know the children and their parents both before they begin attending the group and during the first few weeks.

Children develop a sound knowledge about other people's differing needs through the positive images of diversity depicted in posters, books, toys and dressing up clothes. They celebrate a range of Christian religious festivals as well as exploring some of the traditions of other countries.

Children who require additional help are well-supported by staff who demonstrate a sound knowledge of working with children with learning difficulties and/or disabilities. Their individual requirements are acknowledged and advice is often sought from outside agencies and professionals.

Children are well-behaved and are gaining a clear understanding of the setting's boundaries and rules. They are well-supported by a high ratio of adults to children. This ensures that they are appropriately supervised and provided with effective adult interaction whenever required. They understand right from wrong as they learn to negotiate situations and to share toys and resources. Children gain a sound understanding about the setting's daily routine when they follow the visual time chart. Children who have shown particular kindness to each other receive a heart shaped note detailing how they have helped or been kind to others. These are pinned to a board for parents to see.

Children's well-being is effectively promoted as staff work closely with the children's parents to gain a good understanding of their home backgrounds and individual requirements. Parents are encouraged to play an active role in the pre-school by helping within the setting, assisting with fund-raising and by helping to supervise the children on outings. Parents are made welcome each morning as a member of staff greets them. They also have opportunities to stay in the larger hall and enjoy a chat and a cup of tea or coffee, supplied by members of the chapel.

The partnership with parents and carers is good.

Children benefit from their parent's active involvement in their learning. Parents receive clear and effective written information about the coming topics and themes by way of a half termly curriculum letter. The letter details a brief description on the six areas of learning. The weekly planning is displayed on a notice board for parents to view and posters which detail the term's learning outcomes are also on display for parents.

Children's spiritual, moral, social and cultural development is fostered.

Children show care and consideration for each other. They enjoy each other's company and demonstrate kindness towards each other. They confidently approach the staff and develop caring and warm relationships with the staff. Their knowledge of the wider world is extended through a range of activities and special celebrations.

Organisation

The organisation is good.

Children are cared for by a group of stable and committed staff. Many of the staff have worked together for a number of years and clearly enjoy working together as a team. The setting benefits from having a high ratio of staff qualified to Level 3 and others who are working towards a Level 3 qualification. Robust procedures are in place for vetting and checking new staff and information held on existing staff is also regularly reviewed and updated.

Staff are committed to updating and extending their knowledge and understanding of childcare through further training. They have good opportunities to bring their individual strengths and interests into the group and they each contribute towards the planning and organisation of the setting.

A very good daily adult to child ratio ensures that children are provided with good quality interaction and adult supervision. Effective deployment of staff around the pre-school enables children to benefit from the staff's individual attention. The key-worker system operates within the setting providing staff with the opportunity to spend valuable time with small groups of children.

Well-presented records and documentation is in place to support the staff's practices. Children and staff details are regularly reviewed and updated to ensure that children's needs are effectively met and that staff have up to date contact numbers and information about the children's parents. Effectively presented written policies and procedures are in place which clearly set out the group's aims and objectives.

The leadership and management is good.

The staff team are led and supported by a manager who works closely with the Partnership of the Frinton Gospel Chapel. The team work effectively together and share a common vision which incorporates caring for and educating children in a friendly and caring environment. Staff are enthusiastic and motivated and enjoy their work. They meet each morning before the children arrive to discuss the day's activities, any special visitors and who will take responsibilities for which roles.

New staff are effectively checked prior to being employed and once in post follow a clear induction process. They have opportunities to extend and develop their knowledge and learning through further training, which they discuss as part of the annual appraisal process.

Overall, children's needs are met.

Improvements since the last inspection

At the time of the last inspection, the setting was asked to develop the planning to include details of how activities can be adapted for children's differing abilities, to identify short term targets for individual children so that key workers can record progress and plan the next stages of learning, devise opportunities to keep parents well informed of their child's progress and achievements on a regular basis, beyond the informal day to day chat. They were also asked to amend the child protection policy to include details of procedures to be followed in the event of an allegation against a member of staff and ensure that staff receive training from a qualified health professional in the administration of any specialist medication.

Children's well-being and developmental needs are now more effectively met as the setting's planning has been changed and developed to include information about differentiation for more able or older children in all aspects of learning, their progress is plotted on the stepping stones sheets and then evaluated regularly to enable staff to plan for each child's next stage of development and parents are now encouraged to spend time talking to their child's key worker during open days. They use this opportunity to discuss their children's progress. The child protection policy has now been updated in line with current guidance and staff have received training from a qualified professional in the administration of any specialist medication.

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.

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 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's safety within the setting at all times, this is with reference to the external door which swings freely and could pose a potential hazard to young children

- encourage children's independence in everyday activities, for example, preparing the mid session snack, helping to set the tables for snack and clearing away the utensils.

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):

- continue to develop children's opportunities to use mathematical language and simple calculation in everyday activities such as snack 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