



The Church Hall Pre-School

Inspection report for early years provision

Unique Reference Number	EY338740
Inspection date	30 January 2007
Inspector	Clare Moore
Setting Address	Bishops Waltham County Infant School, Oak Road, Bishops Waltham, SOUTHAMPTON, SO32 1EP
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Registered person	The Church Hall Pre-School
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.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT SORT OF SETTING IS IT?

The Church Hall Pre-school was registered in 2006 in the Bishops Waltham Infants school, following the move from the Church Hall. The pre-school is managed by a voluntary management committee made up of parents of children at the pre-school and members of the community. It operates from a classroom and sometimes has use of other rooms within the infants school in Bishops Waltham in Hampshire. A maximum of 24 children aged from two to under five years of age, may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 11.30 and sometimes from 12.30 to 15.00 during term time. Children have access to an enclosed outdoor area.

There are currently 35 children aged from two to under five years of age on roll. Of these nine children receive funding for nursery education.

The pre-school employs eight members of staff. Of these eight hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are healthy and protected from risk of infection as the setting maintains high standards of hygiene and cleanliness. Toys and equipment are monitored and tables are wiped down to ensure they are clean for snacks. Children are becoming independent as they manage their toilet needs with appropriate support and on their own as soon as they are able. In addition sick children do not attend the pre-school. Children's welfare is safeguarded as staff are qualified in first aid and parents permissions have been obtained so that children can be treated in the event of an accident or emergency.

Children are well nourished and healthy eating is actively promoted. They enjoy a snack when they are offered bread sticks, fruit and toast with a healthy choice of water or milk to drink. They further explore healthy eating through topics when they consider how they grow and how to look after their teeth and also when preparing food such as fruit salad.

Children enjoy fresh air and have frequent opportunities to be active and to practise and develop physical skills. They play outside riding and steering a variety of wheeled toys, jumping on a small trampoline, using balance beams and a climbing frame. They use the school gym to play with balls and skittles. They also enjoy the challenge of an obstacle course and dance and move to music.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are becoming increasingly aware of how to keep safe as staff frequently discuss safety issues with them and remind them about being careful. For example they walk rather than run when they are indoors and concentrate when they are riding the tricycles so that they do not collide with another child. They learn about road safety through topics when they talk about holding hands, only crossing if they are with an adult and to always make sure they are securely strapped in when travelling by car. Children are familiar with emergency evacuation routines as these are practised regularly which helps them to reach a safe place as quickly as possible.

Children's safety is enhanced because staff make sure the setting is secure. They only allow authorised persons to enter the setting and they have systems in place which are shared with parents to cover the eventuality of a child being lost or collected late. Risk assessments are carried out routinely on the premises and equipment to reduce the risk of injury to the children.

Children are protected from harm as staff are knowledgeable and fully aware of their professional duty concerning child protection issues. This is further supported with reference materials from the local authority and the Department of Health.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy attending. As they arrive they demonstrate a sense of belonging by placing their toy from home in the treasure chest and going about finding their name card. They separate from parents with confidence and eagerly approach the activities that have been set out for them. Staff greet them warmly and offer support and guidance. They sometimes ask children what they would like to do and take their hand to guide them to their chosen activity. Children are secure about the routines as staff have devised an illustrated card system depicting the activities and events of the session which enables children to easily see what happens next. This helps them to feel settled and happy. Children are curious and love to experience and explore their senses. For example they are fascinated when the sand tray is set out, the water tray is set out with jelly and when there is a visit from a musician who demonstrates a didgeridoo. The change and variety helps to maintain interest. Staff support the children well with praise and encouragement and have devised a reward system of a sticker handed out in the group at the end of the session for being kind, helping or achievement, for example a drawing.

The quality of the teaching and learning is good.

Staff have a clear understanding of how children learn. They encourage the children by explaining the activities well, asking questions and offering suggestions. They make sure they are on hand to offer help and support where it is needed. They ensure all children are included and that the challenges that are set are appropriate for individual children. One of the ways they do this is by splitting the group for the story so that children have an experience which is pitched at the right level. They also have some separate additional sessions for older children. The staff work together on the plans and these are set out to ensure that all areas of the Foundation Stage curriculum are covered. A key worker system is used and staff make observation notes which are transferred to the children's file and used to update their records. This information is used to assess where children are in their learning and to help them to move on. Children are encouraged to develop independence and counting but some opportunities to further enhance this through using daily routines are not always used.

Children develop their language skills as staff talk to them, ask questions and introduce new vocabulary. At circle time children take turns in conversation and sharing their news. This is supported by passing a bear round the group and the child who has the bear can take their turn before passing it on. Children appreciate books and stories as there is a comfortable book area which they use independently and they also enjoy books and stories in both intimate and larger groups. Children are captivated as staff read the stories in a lively way, ask questions, hold out the book so that children can see the pictures and involve them in the stories. Children start to read using their name badge and a picture for extra support to help them to identify it. As they become more proficient they are proud to manage without the picture. Children develop writing skills as they learn to hold pencils correctly, draw, use templates and staff help

them to label their work. They link sounds to letters when they consider the first letter of their name in a meaningful way.

Children learn about pattern and space as they fit pieces of puzzles together, make patterns with mosaics and place together pictures of trains, trees and buildings on a magnetic mat. Children construct with a variety of interlocking plastic bricks and magnetic shapes which helps them to find out about joining different materials and to experience geometric shapes and design. They explore number through a variety of games such as dominoes, rhymes and measuring length.

Children have many opportunities to find out about technology. Older children use computers and the mouse skilfully and younger children have one to one support to help them to find out about the programmes and get the most out of the equipment. They also use a battery operated talking alphabet desk. Children explore planting and growing as they plant up the hanging baskets, and they consider the seasons, weather, day and month when using the day board in the group. They answer questions enthusiastically when asked, for example, what year it is. They use magnifying glasses to look in detail at the leaves they have collected .

Children develop their finer manipulative skills and control through various activities such as when preparing pizza. They squeezed out tomato paste and spread it onto a roll using a knife, then scattered cheese on top. They thread shapes with strings and stack other shapes on rods. They use scissors, explore pouring during water play and older children are able to spread their own toast at snack time.

Children use their imagination as they construct a railway with engines, carriages, trees and other props. They also further develop this in role play when staff set up a circus tent, camp site or a beach. They use hand and finger puppets with a theatre, music which they accompany with percussion instruments and movement to express themselves in different ways. They explore colour through mixing paints and their sense of taste and smell through trying different foods. They enjoy guessing games using a feely bag to develop their sense of touch.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals. Staff know the children well through talking to parents and through their own interactions and observation which helps them to accommodate needs. Children needing extra support or with impairments are identified at an early stage which ensures they get the help they need when it is most effective. Staff work closely with parents and professionals so that children experience a consistent approach enabling them to benefit and make progress.

Children are helped to develop a positive attitude to difference as they explore their differences when they consider their family make-up and the homes they live in. They explore ways of life in other cultures through role-play, planned activities and festivals. They find out about disability through using a variety of dolls and accessories and are all able to fully participate in activities.

Children behave very well. They often support and help each other by, for example holding the hand of a younger child as they walk past the classrooms to the music room, fetching a name badge for another child or a piece of paper to draw on. Children respond to reminders to ask for something they want by using the word 'please' and to being kind to each other, to share and take turns. They demonstrate their growing independence by helping to tidy away and disposing of used paper towels in the bin. This helps them to develop a sense of responsibility towards their peers and the environment. Spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Parents are well informed about how the setting runs through a parent prospectus, frequent newsletters and information displayed on notice boards, however they are not always so well informed about the policies. They are invited in at any time and in particular each year to look at the children's records. The newsletters keeps parents informed about what children are doing and gives parents some ideas of songs and stories to share with their child. There are also pointers which help parents to be more involved in their children's education in a positive way.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom they provide. The management team ensure all staff are suitable through a rigorous checking of references and qualifications. Staff spend much of their time working directly with the children and space is used as efficiently as possible so that children have maximum choice and can access the equipment and their activities.

Documentation is well ordered. Procedures and policies are currently under review and a system is being set up to ensure this is an ongoing process. The register includes both staff children attendance details and visitors sign in and out. Accidents are recorded and permissions are obtained from parents for administration of medication. Staff are clear about their responsibilities through written job descriptions and they are monitored and supported through annual appraisals. There are regular team meetings and staff share information and knowledge that they have gained on training courses and contribute their ideas.

The leadership and management are good. The staff team, most of whom hold early years qualifications, are committed to continuous professional development through attending training and liaising with other professionals. Staff work together very well. They all contribute to the planning and take turns to set up and manage the activities. This means that that everyone has a vital role in promoting the outcomes and the early learning goals for the children. The staff use a key worker system which helps them to ensure each child is fully included in the activities and that every child develops and makes progress.

Improvements since the last inspection

N/A

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):

- complete the review of the policies and procedures, develop a system to ensure they are kept up to date and ensure they are shared with staff, parents and students

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 further opportunities in daily routines for children to practice number skills and independence.

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