

Church House Pre-School

Inspection report for early years provision

Unique Reference Number	127110
Inspection date	26 June 2007
Inspector	Joanne Wade Barnett

Setting Address	Rickards Hall, Church House, High Street, Edenbridge, Kent, TN8 5AR
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Telephone number	01732 862982
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E-mail

Registered person	Church House Pre-school
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Type of inspection	Integrated
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Type of care	Sessional care
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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?

Church House Pre-School opened in 1963 and operates as an independent charity governed by an elected committee. It runs from a large hall in the town of Edenbridge, Kent. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.15 to 12.00, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 42 children aged from two to under five years on roll; of these, 27 children receive funding for early education. The pre-school has experience of supporting children with learning difficulties and/or disabilities and children who speak English as an additional language.

The pre-school employs eight members of staff. Over half of which hold appropriate early years qualifications. The pre-school is accredited with Pre-School Learning Alliance and the Kent Kite Mark.

The pre-school receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in an environment that is clean, bright and welcoming. Children begin to learn the importance of good hygiene through the daily routine, for example, they are gently reminded to wash their hands after using the bathroom and before snack times.

Children learn about healthy eating through projects and access to a variety of healthy snacks and fruit. Children are able to access fresh drinking water freely during the session, helping them to learn the importance of keeping their bodies hydrated. Information relating to children's dietary requirements, preferences and allergies are collated and procedures implemented to ensure children's good health and safety is paramount. A sick child policy, accident procedures and staff trained in first aid means that they can act in the best interest of children in the event of a medical emergency or an accident. Although, accidents are not recorded to ensure confidentiality.

Children receive good opportunities to participate in activities to promote their large muscle movements both indoors and outdoors, for example, riding bikes, ball games, climbing apparatus and music/movement activities. As a result, children develop a healthy attitude to exercise and they are beginning to learn about changes that occur in their bodies as they embark on vigorous physical play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Systems for monitoring access to the premises are good. Clear procedures for the safe arrival and departure of children are implemented to ensure children are only permitted to leave the setting with an authorised adult. There are clearly displayed procedures to follow in the event of a fire. Regular discussions and projects relating to keeping safe, ensure children are familiar with procedures to be followed in the event of an emergency.

Toys and resources are stored safely with some clearly labelled low level units; as a result children are able to self-select and make independent choices of the resources they wish to use. The good deployment of staff ensures children are well supported in the activities they choose, thus minimising risks to children as they learn to develop their awareness of the environment and potential hazards they may face. Procedures for monitoring safety within the setting are good because staff ensure the environment is checked daily for safety and formal risk assessments are completed.

Children's welfare is safeguarded and promoted appropriately because the manager takes lead responsibility for child protection. Staff have a good understanding of the signs and symptoms of abuse and know what action to take if they have concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

The environment is carefully prepared and well-organised, as a result, children settle quickly and are keen to embark on a broad range of exciting and interesting activities that encourage and promote all areas of development and stimulate their interests. Staff know the children

well. They are caring, sensitive and nurturing in their approach, consequently, children are keen to try new ideas, and make effective use of the toys and resources. There is always an art and craft activity available for those children who prefer to glue and stick or paint and opportunities for children to access materials independently during the session.

Nursery Education

The overall quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and how young children learn. As a result, children are making good progress in their learning. Children involve themselves in their chosen play activity and concentrate for appropriate periods of time. They act out familiar roles in the garden, for example, by going to see the doctor at the surgery and making dinner.

Positive relationships are forming as children are supported to play together, share and take turns. They clearly enjoy helping to care for their environment and eagerly ask who is helping to tidy away after snack. Children are confident speakers. They are able to express what they like doing best at pre-school and are supported to learn words to describe different materials as they explore and investigate such as 'cold' and 'soft'. Children recognise their names because they receive many opportunities throughout the session to see and use their name cards, for example, self-registration and snack time. Older children are recognising the written names of their friends and eagerly point them out. Mark making is evident; children make marks with paints, sand and coloured pencils. Props are used by staff at story time; such as puppets and large bears to aid concentration, although large circle time for the younger children becomes disrupted as they sit for too long at registration and story time. Children's love of books is further fostered by the provision of a book scheme, whereby children choose a book with a CD to take home and share with parents.

Practical play activities and language is used by staff throughout the session to introduce children to mathematical concepts, for example, they describe size and explore capacity in the sand. Counting is a regular feature of the routine. As a result, children count confidently. They learn about simple calculation as they play a game with counters and numbers and through songs such as, 'Five Current Buns'. Photographs show that props are used at singing time to further support children in their learning of simple calculation.

They display appropriate concentration levels on their chosen activities and play alongside and sometimes with their friends. Together they play and talk with practitioner's gentle support, for example, when they play with the washing up of the plastic cups and plates for the home corner. Practitioners support children's play and language by describing to them what they are doing. Children are learning to share and take turns, for example, as they wait to go on bikes and push-along toys.

Helping children make a positive contribution

The provision is good.

Children arrive happy and settle quickly. The well-organised routine, carefully prepared environment and strong relationships with staff ensure the children have a clear understanding of the boundaries in which they are cared for. As a result, children's behaviour is good. Children's spiritual, moral, social and cultural development is fostered.

Children are valued and respected as individuals, treated with respect and encouraged to show kindness and respect to one another. Children have opportunities to learn about differences

in lifestyle, culture, belief, tradition and the wider world through the range of resources that reflect diversity in a positive way, this includes books and small world figures. However, there are few posters around the setting that reflect positive images of differences to further support children's knowledge and understanding.

The partnership with parents and carers of funded children is good. Parents are very happy with the information they receive and are very well informed about their child's development and next steps in learning. Regular newsletters and information sheets inform parents of their child's care on a daily basis. Parents have regular access to their child's development records and are able to contribute to them and share what they know about their child.

Organisation

The organisation is good.

Overall the provision meets the needs of the range of children for whom it provides. Children are settled and confident at pre-school because they are provided with a regular routine. This includes times that they can relax, eat, play and be active. All adults who work at the pre-school have undergone checks to establish their suitability because the provider applies robust recruitment procedures; for example, most practitioners are qualified and have criminal record checks. The attendance register shows that the setting is operating within the requirements of registration and the certificate is displayed to keep parents informed of the conditions of registration.

All the required records for the safe and efficient management of the setting and for the welfare, care and learning of children are understood by practitioners, maintained and stored securely. A range of recently reviewed policies are also displayed in the entrance hall for parents to access if they wish.

The Leadership and management of the setting is good. Practitioners work well as a team and are clearly happy in their different roles. They respond positively to the children and are kind and caring in their interactions towards them. Together they plan a range of activities that cover all areas of learning and identify children's needs and interests through observations, although these can be too lengthy and distract from time spent with the children. The manager has set in place systems to enable practitioners to have planned time out to complete developmental records. As a result development records contain lots of information about the children and their development. The team meet regularly to discuss the children's needs and the operational plan. Practitioners are supported in further training to enhance their childcare practice.

Improvements since the last inspection

Following the last inspection three recommendations were made. These were to ensure all parents are advised of the legal responsibilities and requirements to report child protection concerns and ensure parents signatures are sought when administering medication. The provider has successfully addressed these recommendations by including the safeguarding policy within the parents welcome pack when first placing their child at the setting and parents sign the medication record. The setting were also asked to expand the complaints procedure to include Ofsted's contact details which they have included in the policy document. Although some information remains missing, therefore a recommendation has been highlighted from this inspection.

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

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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 written accident records are recorded to maintain confidentiality
- ensure the complaints procedure is in line with current legislation and parents are informed

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):

- review the size and time children spend during circle time [also applies to care]
- review how the observations already made on the children can be condensed

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