

The Garden Christian Pre-School

Inspection report for early years provision

Unique Reference Number	102879
Inspection date	25 September 2007
Inspector	Nicola Jayne Pascoe
Setting Address	Western Terrace, Falmouth, Cornwall, TR11 4QJ
Telephone number	01326 315249
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Registered person	The Garden Christian 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.

WHAT SORT OF SETTING IS IT?

The Garden Christian Pre-School is a committee run group. It opened in 1998 and operates from two rooms in the Baptist church hall. It is situated in Falmouth, Cornwall. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 until 11:45 during term times only. All children share access to an enclosed outside play area.

There are currently 20 children from two to five years on roll. Of these nine children receive funding for nursery education. Children come from the local and surrounding areas.

The setting employs four members of staff. All staff have early years qualifications to NVQ level 2 or 3. The manager is a qualified teacher. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from being cared for in a clean and well maintained environment. They follow clear and effective health and hygiene routines. For example, they are familiar with the expectation that they will wash their hands before eating their snack and following use of the toilet. Use of individual paper towels effectively reduces the risk of cross-infection. Children are provided with a balanced range of healthy and nutritious snacks, such as fresh fruits, cereals and savoury sandwiches. Food storage and preparation areas are clean and hygienic. Children enjoy snack time in small social groups. They are supported by an adult, who actively encourages discussion and promotes the development of good table manners. They have use of appropriate cups and plates and are encouraged to take time to enjoy their food and to eat a sufficient quantity for their individual needs. Drinking water is freely available throughout the session.

Children are encouraged to play outdoors in the fresh air every day, regardless of the weather. They wear appropriate protective clothing if it is raining and are offered the choice to stay indoors, if they prefer not to play outdoors when it is wet. In such circumstances they are provided with an alternative physical activity indoors, to ensure they have daily opportunities to develop their physical strength and skills. Children have use of comfortable areas to rest and relax if tired. Evidence shows that children are cared for sensitively if they are sick or injured. Accident and medication records are countersigned by parents and carers. Most staff hold a valid first aid certificate.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and suitable environment. Staff follow effective daily procedures to check the equipment and premises to maintain children's safety and security. Details of all visitors to the pre-school are recorded in the visitors' book. There is a good written student policy in place. Unvetted persons are supervised with children at all times. Children are only released to authorised persons. Good written procedures are in place to safeguard children and these are shared effectively with parents and carers. Staff demonstrate confidence in their ability to identify, record and report any child protection concerns appropriately.

Staff follow agreed effective procedures for the use of the outdoor play area. This ensures that children have daily use of a safe, designated area to run, jump, ride bikes and play group games. Children using the outdoor play area are supervised closely at all times. Children are also closely supervised indoors and in particular when accessing areas of the church building that have shared use. Staff demonstrate a sound awareness and understanding of the local safeguarding children procedures. Children and staff regularly carry out fire drills to develop children's confidence and familiarity with this practice.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from a wide range of age appropriate, interesting and enjoyable toys, equipment and resources. Children settle quickly on arrival at the setting, as they have free access to their favourite toys which are set out attractively in advance by staff. Following an initial free play session, children take part in group discussion time, where they establish what they will be

doing throughout the morning. Children are divided into two separate groups, using different rooms at this time, to allow for older children to spend more time concentrating and younger children to sit for shorter periods of time before moving into purposeful activity.

Children enjoy a balanced routine throughout the morning. This routine provides good opportunities for children to participate in both adult planned activities and self-initiated play. They enjoy restful activities, such as reading books, listening to stories and snack time. They are also eager to release their energy through physical activity outdoors and in. They build and construct, paint and draw, establish role play with others, play musical instruments and share home life experiences during group discussion time. Staff also develop and implement comprehensive planned activities, which effectively promotes children's learning and development. Children's individual abilities are identified and respected. Key workers are instrumental in establishing appropriate levels of challenge for their key children. As a result, all children are busy and occupied in stimulating and worthwhile activities.

Nursery Education

The quality of teaching and learning is good. Children demonstrate high levels of curiosity, they are confident to ask plenty of questions and explore the environment fully, identifying items of interest to play with. Staff interact and support children extremely well. They ask open questions and praise children for making good efforts to solve problems. Children and staff make good use of the daily routine to develop their use of scribing for communication with others. However, children are not encouraged to label their own work, or to develop an awareness of writing from the left to right of the page and from top to bottom. Also, there is little evidence of children's written work being displayed for all to admire.

Routine activities promote children's daily use of maths, as they effectively use addition and subtraction at snack time, when counting out cups and plates. There are regular opportunities to discuss home life events, which successfully promotes children's awareness of the passing of time. Children establish good levels of imagination during self-initiated role play both indoors and out. They are developing a sense of the wider world through planned activities and a range of freely available resources. Children express themselves creatively through music and craft activities. They listen to and respect the views of others. Overall, children have access to a broad and balanced curriculum, which provides opportunities for children to make good levels of progress in all areas of learning.

Helping children make a positive contribution

The provision is good.

Children benefit from being allocated a key worker during their time at the pre-school. This member of staff works closely with the child and their family, to ensure that children's individual needs, preferences and abilities are identified and met appropriately. Children who are new to the setting are provided with high levels of support from their key workers, who encourage their parents to stay for as long as required. The key worker provides favourite toys for such children and plenty of one to one attention. As a result, new children settle quickly and enjoy their first days at pre-school, effectively increasing their levels of confidence and independence.

Children are developing a sound awareness and understanding of their own cultures and beliefs and those of others, through both free play and planned activities. Staff provide evidence that they are able to provide good levels of support for children with learning difficulties/disabilities. However, children do not receive sufficient opportunities to develop a positive understanding

of peoples differing abilities. Children are very well behaved, polite and well mannered. They follow the good examples set by adults to develop their relationships with their peers. As a result, they effectively cooperate and negotiate with others to establish ground rules and develop harmonious play. The partnership with parents and carers is good. Staff provide high levels of information regarding children's care and learning through a variety of suitable methods. the parents and carers of children new to the pre-school receive a detailed written prospectus. Regular newsletters outline planned topics and actively encourage home links. Daily verbal discussion effectively provides opportunities for good levels of information sharing. Formal one to one meetings take place each term and are used to regularly share and celebrate children's individual achievements. Staff recognise and value the importance of maintaining close working relationships with children and their families. Children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is good.

Children are cared for by an enthusiastic team of suitably qualified adults. Staff demonstrate a commitment to further training and development. All staff are routinely checked to establish their suitability and unvetted persons are never left unsupervised with children. Children benefit from a well organised environment, which offers safe and comfortable areas to play and rest. They follow a familiar daily routine, which promotes their sense of security and enables them to recognise the passing of time. Staff accurately record the time of arrival and departure of adults and children. There are suitable contingency plans in place to provide staff cover if required.

The leadership and management are good. The manager is well-qualified, capable and committed to providing high standards of care and education. She is supported by a strong staff team, who are equally committed and enthusiastic. The committee provide suitable levels of support and recognise the competence of their long-standing staff team. There is a suitable staff appraisal system in place which is used to monitor and evaluate the provision of care and education. This system is also used to identify future training and development opportunities for staff. The pre-school has endeavoured to establish effective links with the local schools and has invited reception teachers to visit the pre-school. However, only one of the many schools in the area has taken up this offer. Records of children's achievements are passed to parents and carers when children leave, in order that these may be shared with their school teacher on entry to school. All documentation is stored securely, updated regularly and shared appropriately with parents. This documentation is made readily available for inspection. Confidentiality is respected and effectively maintained. Overall the setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the pre-school was required to ensure that effective procedures are implemented, for informing Ofsted of changes to staff and checking their suitability to work with children. There is evidence to show that staff are checked for suitability and Ofsted have been notified of changes. As a result, children are protected from unvetted persons. They were also required to ensure fire exits are identified. The pre-school now has clear fire notices above all exit doors. As a result children are able to follow clear instructions for the evacuation of the premises in the event of an emergency. Children were to be provided with a balanced range of healthy and nutritious snacks. Staff have produced a menu which shows that children are offered a varied range of healthy snacks, such as a selection of fresh and dried fruits, raw

vegetables, cereals and sandwiches with savoury fillings. As a result, children are provided with opportunities to develop healthy eating habits and to make healthy choices. The registered body was required to review and update the policies and documentation. The policies and procedures are now reviewed and updated annually. These policies include the complaints procedure and log, child protection procedures to follow in the event of an allegation against a member of staff and a procedure to effectively manage any incidents of bullying. As a result, staff are able to provide consistency in following these procedures.

It was agreed that the pre-school would improve the organisation of large group activities to enable children to listen effectively. Children are now split into two separate groups, younger and older children are separated at circle time and story time. As a result, older children are able to develop their ability to listen and concentrate for longer periods of time and younger children enjoy shorter sessions which effectively meet their individual needs. Staff were to increase their use of everyday activities and daily routines to encourage children to practise and improve their skills in a meaningful way, especially writing, adding and subtracting. Good opportunities for scribing during role play and adding and subtracting are now effectively promoted through snack time and group circle time. Finally, the registered body were required to establish a system of supervision and appraisal of all staff members. There is now a staff appraisal system in place which takes place on an annual basis. This is effective in monitoring and evaluating the provision of care and education and identifying future staff training needs. However, the committee do not take as active a role in this appraisal system as required.

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

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide children with a suitable range of resources and visual aids which promote a positive awareness and understanding of people's differing abilities.

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):

- actively promote daily opportunities for children to further develop their writing skills through labelling their work, writing and reading from left to right and from top to bottom of the page. Display children's written work for all to admire.

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