

Parkwood Christian Fellowship Pre School
Inspection report for early years provision

Unique Reference Number	103830
Inspection date	11 October 2007
Inspector	Linda Patricia Coccia
Setting Address	Parkwood Green, Gillingham, Kent, ME8 9PN
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Registered person	Parkwood Christian Fellowship
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?

Parkwood Christian Fellowship Pre-School opened in 1969 and operates from three rooms in a church building. It is situated on a large housing estate on the outskirts of Gillingham, Kent. A maximum of 67 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.15 to 12.00 for term time only. All children share access to a secure enclosed outdoor play area.

There are currently 78 children aged from two years, four months to under five years on roll. Of these 47 children receive funding for nursery education. Children come from a wide/local catchment area. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The nursery employs 24 staff which includes at least four support workers for individually named children. There are 12 staff, including the manager who hold appropriate early years qualifications and two of these are starting a degree course from January 2008. There are four staff who are working towards a qualification and two staff who are waiting for course confirmation.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are provided with a good range of experiences, which help to promote their knowledge and understanding of good health issues. For example, they are encouraged to be independent with routine self help skills, including toilet visits and hand washing. Effective procedures help to prevent cross infection. This includes the use of antibacterial spray to wipe surfaces and suitable procedures for those children who wear pull up type nappies. Children benefit from procedures, which ensure they are taken care of if they have an accident or become ill. For instance, accidents are well recorded and children do not attend if they have an infectious illness. Children are protected from infections.

Children are offered a good selection of food which is healthy and nutritious. They are able to choose from a selection of fruit and crackers during snack time. They use individual cups, plates and knives to avoid cross contamination. They are able to help themselves to water or milk, with added choices of squash or milk shake cordials. However, there are times during snack time when children have to wait to be served and are not fully engaged in either the snack time activity or any other. Children's individual dietary needs are catered for. For example, the parents of those children whose religious or medical needs dictate their diet, make individual arrangements with staff. Photographic evidence shows that children get involved in a wide variety of food activities, such as making pizzas and making cakes. They also show children using individual mixing bowls and using food hygiene procedures. Children enjoy a range of food activities.

Children use a good range of energetic, physical activities that contribute to a healthy lifestyle. They develop self confidence in their physical skills as they use a wide range of indoor and outdoor toys and equipment, from small slides and parachute games to moving to music or balancing on rockers. Children use the garden or the patio areas on a regular basis each week. They also visit the local swing park which is very close by. Children enjoy their physical play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure environment. There is plenty of space for them to move around and play freely within safe boundaries. Toys and equipment are checked regularly to ensure they are safe and appropriate for all ages and stages of child development. An effective risk assessment ensures potential hazards are identified and reduced. For example, the outdoor play area is checked every day before children go out, to ensure there are no safety concerns. Children practise the emergency evacuation procedures regularly and learn about keeping themselves safe as they understand rules, in particular, no running in the building and staying with staff when they are the park. Children learn about personal safety.

There are well written, clear, concise procedures for dealing with child protection issues which help keep the children safe. The written information is shared with parents which ensures they have a good understanding of the group's role in protecting children. However, the policy needs to be reviewed to come into line with the Local Safeguarding Children Board's procedures and staff need to up-date their knowledge. With other well considered policies in place, such as the departure procedure, children's well being is promoted.

Helping children achieve well and enjoy what they do

The provision is good.

The children enjoy their time at the provision and the company of the staff. Children smile, laugh and interact very well with staff, voluntarily offering them information about their lives and home. The walls are decorated with children's work and photographs of children enjoying activities, as well as brightly coloured information posters, all helping to make the atmosphere homely, friendly and welcoming. Children settle easily each morning.

There are lots of appropriate and interesting toys for the children to play with, which cover the appropriate areas of development. Staff have made really good use of the Birth to three matters framework to assess the needs of the under 3's and use it to carry out informative observations on how the children progress. There are imaginary play areas in each room, and creative areas where children can experiment with lots of different craft mediums. There are also quiet areas where the children can relax and read books. Children are able to choose their own activities from those provided each day.

Nursery Education.

The quality of teaching and learning is good.

Children are interested in and enjoy, the interesting range of activities offered which support all areas of their learning. All children are eager to learn, self assured in their play and confident to try new experiences. They are able to talk animatedly about the activities they use and the toys they like to play with and can recall information without any prompts from staff. Some children have created books for the book corner on a variety of subjects ranging from factual information on animals to fictional stories about desert islands. They get involved at group time, are able to identify different types of weather, the dates and months of the year, and love to talk about items they have brought in for interest tables. However, sometimes adult led activities do not allow the children opportunities to choose whether to join in or not.

All children use marks readily to represent their ideas and older children are adept at writing their own names. The older children are confident in using the computer on their own but the younger ones receive individual help from staff. Children gain confidence in using numbers in their play and respond enthusiastically to challenges to extend their mathematical vocabulary and skills in planned activities and daily routines. Their physical skills develop and improve through a wide variety of experiences, including dance, and team games with a parachute.

The children have access to a variety of art and craft materials which allows them to be imaginative in their creative play. With guidance from staff they are able to make a variety of usable items which they take home for their parents. They are also able to enact moments in their life experiences into their imaginary play. For example, using pretend medical equipment following visits to the doctors.

Children are progressing very well, supported by the staff team's secure knowledge of the Foundation Stage. Planning is detailed and covers all areas of learning comprehensively in the inventive programme of activities. From the time a child starts on the stepping stones, staff find out about children's skills, interests and needs and build on this information effectively to help children achieve as much as they can. Effective monitoring of children's progress, and identification of children's 'next steps' ensures that the planning caters for all children's needs. A flexible approach to planning, identified differentiation and suitable challenges for more capable children, allows children to learn at their own pace.

Helping children make a positive contribution

The provision is good.

Children benefit from the range of children from different cultures, ethnic backgrounds, and abilities that attend the group. All children are encouraged to participate in all activities. They have access to a very good range of toys and books which show positive images of all areas of equality. The individual needs of all children who attend are well met. The setting has some very effective arrangements to care for children with learning difficulties and/or disabilities and staff ably support a number of children and their families. A fully trained Special Educational Needs Co-ordinator ensures that children are assessed and individual learning plans are devised for their needs. Each child has an experienced support worker, during each session, who also works closely with parents and other health professionals.

Children behave well. They begin to understand right and wrong through consistent boundaries, praise and the age appropriate methods staff use to manage behaviour including explanation, distraction and time out. Some children become nominated helpers during each session and are rewarded with stickers or achievement certificates. Children know some of the rules such as 'no running' and keeping staff informed that they are going to the toilet. They understand that this is for their own safety. Children play within secure boundaries. Children's spiritual, moral, social and cultural development is fostered.

Parents report that they and their children receive very good care and support from the staff within the group. Parents agree that they receive a good insight into how their children develop through the daily verbal exchanges with staff about the children's well being and achievements. They receive termly newsletters which advise parents of the activities the children participate in and wherever possible parents are encouraged to join in too. However, they do report that they do not know about the Birth to three matters framework and have not received any written information about it. Generally, children benefit from continuity of care.

Partnership with parents is good. Parents of children in receipt of nursery funding report that they have a good understanding of the Foundation Stage. A full explanation of it is included in the prospectus. Parents have regular opportunities to discuss their child's progress with their Key worker and many report that they get involved with their children's learning as they help their children gather items for colour tables and as interest items.

Organisation

The organisation is good.

The group displays their registration document. The provider ensures that the staff are suitable to work with the children through a robust recruitment and vetting procedure. All staff have been vetted and hold Criminal Record Bureau (CRB) checks. Induction procedures are available for students or newly employed staff. All staff are regularly monitored and supervised. The provider ensures that all regulatory paperwork is in place, such as fully completed attendance records. All paperwork relating to children and their families are stored appropriately and maintained confidentially. The setting meets the needs of the range of children for whom it provides.

Leadership and management is good. The providers have clear aims regarding the type of care offered to children to enable them to achieve well. They employ a competent manager to implement policy. She is aided by a competent deputy and experienced room supervisors to implement procedures. The manager's organisation of the group ensures that staff and children

work in a vibrant atmosphere where learning is encouraged. Staff are encouraged to work as a team, contribute to the activity planning and take on individual responsibilities. For example, become Key workers to work directly with parents. Staff are offered training opportunities to enhance their roles. Children benefit from highly qualified and skilled staff. The manager and her deputy regularly monitor the delivery of the Foundation Stage to ensure that all aspects of the stepping stones are delivered.

Improvements since the last inspection

The provider has followed the previous recommendations to improve the provision; ensure that the policies and procedures are in line with current guidance and request written permission from parents for seeking emergency medical advice or treatment. The provider gives a full explanation to parents regarding emergency medical advice or treatment and now requires a permission slip to be signed during the induction visit. With regard to the policies and procedures, the previous manager reviewed all policies and procedures. However, there is now a new manager in place who has not yet been able to complete a full review of all policies but who has the task on her agenda. A review of the most important policies, such as safeguarding children, remains as a recommendation for 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.

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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 parents receive written information regarding the Birth to three matters framework
- review the child protection policy to ensure it is up to date and in line with the Local Safeguarding Children Board's procedures. Also ensure all staff have the opportunity to update their knowledge of the current procedures
- consider ways to improve the amount of time that children sit unengaged with any activity at snack time.

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):

- ensure children have an element of choice of activities when adult led activities are timetabled.

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