

Chard Methodist Preschool

Inspection report for early years provision

Unique Reference Number	142945
Inspection date	05 December 2007
Inspector	Michelle Tuck
Setting Address	Methodist Church Hall, Fore Street, Chard, Somerset, TA20 1QA
Telephone number	07836672729 or 01460 67855
E-mail	
Registered person	Chard Methodist 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 satisfactory. 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?

Chard Methodist Pre school has been registered since 1992 and is managed by a committee of parents, church representatives and volunteers. It operates from the Methodist Church hall in the centre of the small town of Chard in Somerset. The pre school has access to a large hall, kitchen, toilets and rear garden.

The pre school is registered for a maximum of 24 children aged two to five years of age. There are currently 20 children on roll and of these, ten are in receipt of funding for nursery education. The setting supports children with learning difficulties and / or disabilities and children who speak English as an additional language.

The pre-school opens during term time only, offering sessions on Monday, Tuesday and Friday from 09.00 to 12.00 and Wednesdays from 09.00 to 14.45, including a lunch club.

There are four regular members of staff working with the children, of these two members of staff are qualified to level three. The pre-school receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from most aspects of their health care being positively promoted, for example, all staff hold valid first aid certificates; tables are cleaned with anti-bacterial spray before snack time; and the premises are clean and well maintained. Children are encouraged to take responsibility for their own hygiene. They independently take care of their personal needs, spontaneously wash their hands after using the toilet and before snack time. Children have soap, running water and individual paper towels provided, however, children share communal bowls of water for washing their hands after messy activities. Accident and medication records are in place, however written permission from parents to seek emergency medical advice or treatment has not been sought from parents.

Children's dietary requirements are appropriately recorded to ensure their individual needs are met. Children enjoy regular snacks and drinks and mostly healthy eating is promoted, for example, the children have snacks of fruit and a choice of water or milk to drink. Children can have a drink of water whenever they wish, as a jug of water is accessible to children at all times.

Children benefit from daily physical play. They have regular times within their routine to play on the slide, practice throwing and catching balls or run around and get fresh air.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe and secure environment. Their safety is assured by clear written procedures which are followed by staff. Effective risk assessments are undertaken and staff are deployed appropriately. There is clear planning for safe evacuation, which is practised with children, so that they understand what they must do in an emergency. Accidents are routinely monitored and the premises are secure. Effective procedures are in place to monitor visitors to the setting and a system to ensure children are only collected by people authorised to do so. Furniture and equipment used by children is clean, safe and checked regularly. Staff routinely explain and reinforce safe practice, like not running indoors. Consistent reminders about rules help children to begin to take responsibility for keeping themselves safe.

Appropriate organisation of space means that children can move around freely, safely and comfortably. Children enjoy making choices in their play as the toys and resources are set out before they arrive and children can help themselves to resources such as scissors and paper which are available from a trolley in the room.

Children's welfare is generally safeguarded as staff are aware of signs of child abuse and the importance of reporting concerns. However, the child protection policy procedures do not refer to the Local Safeguarding Children's Board (LSCB).

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled at the setting, and have an enthusiastic approach to the activities on offer. All children are involved, and well motivated to learn. Children are engaged in a good variety of developmentally appropriate indoor and outdoor activities, which provide a good level of challenge. For example, creative development encourages independence, choice and freedom. Yet the staff support the activity with skill and intervene as required, asking open questions to develop children's thinking.

Nursery Education

The quality of teaching and learning is good. Children experience a wide range of activities across all six areas of learning due to good planning. The staff are enthusiastic and committed to the children. Staff deployment is very good, children receive adequate support to complete activities and staff are skilled at asking open questions to encourage the children to think about what they are learning. Children's progress is recorded in line with the stepping stones, and their progress tracked effectively. Observations are made regularly on the children and used to inform future planning.

Children routinely count, for example how many children are present at circle time, however this activity is not routinely extended to give children opportunities to practise simple calculation. They are stimulated by appropriate displays around the room which also promote numerals and letters. Children are beginning to recognise their name and those of their friends, through daily activities such as finding their name card at snack time.

Children learn about the wider world through their topic work, for example, children learn about Diwali, they make lanterns and through discussion they learn about the festival of light. Children are confident, motivated and interested in learning. They concentrate and become engrossed in self-chosen tasks, such as, colouring or painting. Some children write their names on their creations whilst others are beginning to form letters by copying from the staff. They move around independently choosing what they want to play from the resources set out.

Children confidently use tools for developing their pre-writing skills, for example, they paint, draw and some attempt to write their name. They write for different purposes, for example, they pretend to write a prescription in the Doctors role play area. Effective teaching is used to encourage enjoyment of books and stories; for examples books of photographs have been made of the different places in the town that are familiar to the children, and to help a child with particular needs, a book is made of photographs to show what activities he enjoys at pre-school. Most children are confident speakers. They are encouraged to recall previous experiences, contribute at circle time and express themselves. Children are given the freedom to be creative when making sponge printing pictures, for example, they can decorate their paper as they wish, exploring the mixing of colours.

Helping children make a positive contribution

The provision is good.

Children are cared for equally and fairly by staff who include them all in each activity. Children's individual needs are met well through good relationships with parents, the key worker system and assessments of their progress. Children learn about diversity through exploring their own local environment as well as the beliefs and cultures of some other people. They also play with

resources which reflect positive images of diversity. The pre-school has a special educational needs co-ordinator (SENCO) in place. She liaises with external professionals and parents and ensures appropriate resources are used to support children attending with additional needs; for example, for children's who first language is not English, an interpreter is sought to help with communication with parents, and signing is used with all children to help communication throughout the session.

Children behave well and are learning how to behave positively towards others; for example, they are learning to wait for their turn, to share and will help others when required, for example, they enthusiastically tidy away the toys and help one another to carry boxes to be put away. Children are cared for within a positive environment where they show a good sense of belonging; for example, they celebrate each others birthdays by singing 'happy birthday' and clap when the candles are blown out on the cake. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Children are cared for consistently and according to parents' wishes in all areas of the provision. Parents are provided with an informative prospectus, they then complete registration forms, sign consent sheets and are provided with information about the curriculum. Parents are kept well-informed through the good working relationships established with the staff who welcome them into the group to talk at the start and end of sessions. They also receive newsletters, regular information notes and see up to date information on the parents' notice board, including the planning. The complaints policy does not contain the most up to date contact details for Ofsted.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. Children enjoy attending the pre-school and arrive enthusiastically. Space is used well so they have ample room for a suitable range of activities that support their development and learning. Clear arrangements are in place for recruitment and vetting. Thorough induction procedures are conducted with new staff to ensure they are aware of daily routines and procedures for managing children's care. Policies and procedures cover all aspects of managing children's health, safety and wellbeing. Children's records are in place and maintained appropriately. The pre-school sessions are well organised and run smoothly. The group had applied to Ofsted for a variation to their conditions to allow them to offer full day care on a Wednesday. They were already offering this before the variation had been granted. This means they are in breach of their conditions of registration. A variation to conditions was applied at the inspection to ensure the registration conditions allows them to do this.

Leadership and management in respect of nursery education is good. Good leadership on a daily basis ensures children are able to make good progress towards the early learning goals. Planning is clear and learning objectives identified. Staff have a clear understanding of their roles and responsibilities. Continual professional development through ongoing training and appraisal is supported well by the committee.

Improvements since the last inspection

At the last care inspection the group agreed to ensure good hygiene practices are in place regarding hand washing. The group follow good hand washing routines after children use the

toilet and before snack time. They also agreed to ensure staff deployment is sufficient in all areas. Staff are deployed effectively to meet individual needs.

At the last education inspection the group agreed to monitor plans to ensure that all aspects of the six areas of learning receive sufficient regular attention. The staff plan and assess well for the six areas of learning. They also agreed to provide regular observations on children's progress so achievements can be monitored. Regular observations are recorded on every child and used to inform future planning.

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 the child protection policy reflects procedures in line with the Local Safeguarding Children's Board (LSCB)
- ensure the complaints procedure includes the correct contact details for Ofsted
- ensure conditions of registration are complied with at all times
- obtain written permission from parents to seek emergency medical advice or treatment

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):

- provide regular opportunities for children to practice simple calculations.

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