

# Christchurch Cockfosters Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	135271
<b>Inspection date</b>	03 July 2007
<b>Inspector</b>	Malini Parmar
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Christchurch Cockfosters Pre-school has been registered since 1992, it has been running since 1984. It operates from the large church hall, which is close to the train station and near a small parade of shops. The Pre School serves the local area.

The group is registered for a maximum of 24 children from two years to five years. There are currently 31 children from two to five years on roll. This includes 28 children in receipt of funding for nursery education. Children attend for a variety of sessions. The setting currently supports children with special educational needs and those who speak English as an additional language. The group opens five days a week during school term times. Sessions are from 09.30 until 12.00.

All six staff that work with the children hold suitable early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children participate in clear routines to ensure their health. They wash their hands at appropriate times, and have access to disposable hand towels and liquid soap which helps prevent the spread of infections. They receive useful support to understand the importance of participating in good hygiene routines to maintain their health. Consequently, children delight as they smell their 'clean hands'. Solid systems are in place to ensure they always handle clean resources. Children who are infectious do not attend thus preventing the spread of contagious ailments. All staff hold a current first aid certificate and have obtained further training in the administration of specialist medication to support all children.

Children develop healthy eating habits as they enjoy fresh fruit at snack times. These conform to parental preferences and children's needs as they are supplied by parents. They help themselves to a drink throughout the session to ensure they remain hydrated. Children gain useful knowledge of how nutritional foods contribute towards promoting their health through regular conversations and cooking activities. Healthy recipes are currently being collected to form a nursery cookbook.

Children move confidently and in a variety of ways. They particularly benefit from access to the outdoor area at all times. This ensures they have daily access to fresh air. Children develop greater control and balance as they gently walk along low level beams, they delight as they balance objects on spoons and carefully transfer these to the other side of the hall. Children energetically, run, hop and skip, as they chase one another in the large hall. Outdoors, they enjoy pedalling bikes, carefully manoeuvring around objects to stay safe.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children arrive happily and settle quickly in a warm, friendly and welcoming environment. They benefit from good displays of their work to ensure a secure sense of belonging. They move safely within their environment choosing to play indoors or outdoors.

Children enjoy their play in a safe secure environment. They are supervised closely by staff at all times, and are provided with gentle reminders of how to keep safe. As a result, children know and understand that they must wait to be escorted to the toilets. Clear steps are taken to prevent accidental injury, a safety assessment is made daily, and staff follow safe practice such as, counting children as they move from area to area. Security of the premises is strong ensuring children are unable to leave without a suitable adult. Children are not able to leave with persons unknown to the group as solid procedures, such as, the use of a password are adopted. Attention to fire safety is given appropriate priority. There is a procedure in place and staff are knowledgeable about their specific roles and responsibilities' at these times. Although, emergency evacuation is practised regularly, these do not yet reflect different times.

Children's welfare is safeguarded through the procedures in place to protect children from harm. Core staff are familiar with the signs associated with abuse and their responsibility in this area. The policy in place is currently being updated to ensure it includes information for staff to follow in the event an allegation is made against them.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children of all ages are busy enjoying a variety of practical play. They receive good support and build positive relationships with one another and adults alike.

Children from two to three years benefit greatly from the staff's knowledge and good use of the Birth to three matters framework. This ensures children are keen to embark on a broad range of interesting activities that encourage and promote all areas of development and stimulate their senses. Younger children delight as they explore the 'soft' properties of the play dough and receive good support to mould it into their favourite things. They enthusiastically scoop sand and tip out their buckets as they learn it can 'stick' together. They benefit from the skilful use of props and action songs to stimulate their language and encourage good communication skills. Children respond with excitement as they play with imaginative toys and 'dress up like fairies' in the role play area. They build positive friendships and share their thoughts, ideas and feelings within secure relationships.

### **Nursery Education.**

The quality of teaching and learning is good. Children enjoy learning in an environment where staff are committed and successfully use a wide range of teaching and questioning techniques to extend thinking and learning. The environment is carefully prepared and planned at the beginning of every session to ensure children can make informed choices as they help themselves from the opportunities available. Staff make regular observations of the children's participation and progress, and these are shared at weekly team meetings. As a result, the staff team know the needs of the children well. Activities are planned according to the next steps in children's learning and these are evaluated each week to measure progress. This system is successfully used by the group and is currently evolving to ensure it takes account of all the children.

Children form firm friendships as they ably share and take turns. This is a strong aspect of the group and older children model this behaviour supporting and showing kindness to the younger children who successfully emulate them. Children are enthusiastic learners who demonstrate strong levels of concentration and persevere to complete their chosen tasks. As a result, they complete puzzles, and delight as they sort the large array of items into corresponding boxes to recycle. They successfully pour their own drink when they recognise they are thirsty and learn to dress themselves through their role play. Occasionally however, children do not successfully retain their motivation as aspects of the routine mean they grow restless waiting for staff to distribute their snack and organise their play. At these times, children do not respond positively to staff's instructions.

In the main, children listen attentively; speak clearly and confidently as they engage both adults and their friends in conversation. They are encouraged to notice print and the sounds of letters in words and some successfully recognise their names when self registering. Children are frequent visitors of the book area and quickly become absorbed in their favourite stories, successfully recalling the sequence of events. They particularly enjoy the interactive group story times, the skilful use of props captivates the children's interest in the story of the 'owl babies'. Children learn to write for a purpose as they make shopping lists as part of their imaginary play, they delight as they are rewarded for their writing. Although some children label their work, not all children are always asked to. They ably count through the routine. They regularly weigh, sort and make patterns through opportunities available. For example, children build 'big big towers' by sorting and sequencing colours. Children successfully repeat the mathematical language

they consistently hear around them to describe, shapes and sizes. Children refine their fine motor movements as they skilfully control the computer mouse, and handle small objects with ease. They receive good opportunities to investigate how things work as they explore the camera pressing buttons to release the 'film' compartment. They examine natural and living things through topics such as 'mini beasts' which they revisit in the garden. Children enthusiastically participate in wealth of creative opportunities, they learn to mimic their observations of the world through imaginary play, as they dress up as 'fire fighters' and put out pretend fires. They cut, stick and paint freely to communicate their ideas and thoughts in the graphics area, and successfully build models. Children have fun singing and dancing and enjoy the collective singing times, as they listen to each other sing and appreciate new sounds.

### **Helping children make a positive contribution**

The provision is good.

Children are valued as individuals and treated with respect and are encouraged to show kindness to one another. They learn about the wider world as they regularly use a range of resources that depict positive images. They make regular trips into the local and wider community, to the shops and local post office to strengthen their understanding. The staff team reflect the children attending and children celebrate a wide range of festivities throughout the year to widen their experiences. Children's spiritual, moral, social and cultural development is fostered.

Staff demonstrate a strong commitment to providing an inclusive service that meets the needs of all children attending the setting. They work closely with external agencies, and attend regular training to ensure a collaborative approach. As a result, children with learning difficulties and disabilities receive good levels of care and opportunities.

Children generally behave well, they respond positively to staff's clear expectations of their behaviour. They are polite to one another and adults alike. They receive good levels of support, praise and encouragement to boost their self esteem and confidence. In the main, staff offer solid explanations to support the children's understanding of how to manage their own behaviour. As a result, children wait patiently to be counted before re entering the building after group activities.

Partnership with parents and carers is good. Children's well being and development are fostered well because of the solid systems in place to promote secure partnerships. Parents receive useful information upon entry about the setting and policies it has adopted. Children's individual needs are documented well and parents contribute to an initial assessment of their child to ensure staff have a good knowledge base from which to progress. Newsletters, notice boards and regular feedback ensures that parents are made aware of how children spend their time at nursery. Children's developmental records are available for parents to view upon request at any time. Parents of children in receipt of funding for nursery education are provided with useful information relating to the Foundation Stage curriculum. Detailed information about how new topics relate to the six areas of learning ensure parents receive good ideas about how they can become involved with their child's learning throughout the year. In addition, most parents feel involved in their children's learning because the staff team are approachable and responsive, demonstrating a keen interest in the children and their well-being. Parents have access to the regulator's details should they wish to raise any concerns.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides.

Children benefit from a staff team that work effectively together to ensure positive outcomes for them. They are secure in an environment which fosters a strong staff team that work closely together to ensure they provide good levels of care and education. Induction training, weekly staff meetings and support meetings are in place to ensure staff are secure in their knowledge of the setting's policies and procedures. The team of staff are all qualified and the good organisation ensures they are clear about their roles and responsibilities to ensure the smooth delivery of the day. Most required documentation is in place, and policies and procedures are currently being updated to ensure the most recent information and required detail. The manager is also currently reviewing all documentation to ensure all necessary consents, such as to seek advice in an emergency, is in place.

Leadership and management of the setting is good. The manager and both deputies have a clear vision and ethos for the nursery. They have a strong understanding of how children learn and support one another well in planning and providing a range of stimulating practical play. There is a strong commitment to improvement throughout the team and staff are keen to continually update their knowledge and skills by regularly attending a variety of training. The staff team are established and motivated, their individual skills and experience is valued and the majority of the team have taken an additional responsibility to support their own development. The manager has a sound knowledge of the settings strengths and weaknesses and the structure for effective reviewing and monitoring of practice is beginning to evolve.

## **Improvements since the last inspection**

At the last inspection the group agreed to meet three recommendations set at the care inspection and two recommendations set at the education inspection.

The provider agreed to improve documentation by adding a lost child policy to the uncollected child procedure, as well as to ensure all parents have access to the regulator's details should they wish to make a complaint. They also agreed to provide opportunities for children to develop their independence in self selecting equipment. The group have made good progress in addressing these. All policies have been updated to ensure the required detail and the are currently being updated again. Children now have greater chances to develop their independence and are able to approach low level shelves to select their own resources.

The provider agreed to ensure all staff are involved in the observations and assessment of children's development. Good progress has been made in achieving this, the planning and assessment systems have developed to ensure all staff now contribute to this process and make observations of the children's progress.

## **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):

- strengthen fire safety procedures ensure practice emergency evacuations enable children to learn to cope at different times during the session
- ensure all documentation including consents for the safe and efficient management of the setting is in place

#### 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):

- strengthen the systems in place to review and monitor the dynamic of the group in order to review aspects of the pace and routine to reduce the length of time children spend waiting.
- continue to develop the systems for planning and assessment to ensure the needs of all the children

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