

Churchinford Day Care & Pre-School

Inspection report for early years provision

Unique Reference Number	EY254465
Inspection date	24 September 2007
Inspector	Michelle Tuck
Setting Address	Churchinford Village Hall, Churchinford, Taunton, TA3 7RG
Telephone number	01460 234160
E-mail	
Registered person	The Trustees of Churchinford Pre-School Day Care
Type of inspection	Integrated
Type of care	Full day 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?

Churchinford Day Care and Pre-school has operated from its present building since 2003. They are situated in the rural village of Churchinford, near to the town of Taunton. The pre-school is run by a committee of parent volunteers and provides care for up to 18 children from the ages of two years to under five years. The pre-school is open Monday to Friday from 09.00 until 15.00, term time only. They open four days a week at present. They serve the local community and surrounding villages and places are offered to children who come from a range of different backgrounds. They cater for children with special educational needs. No children currently attend with English as an additional language.

There are currently 14 children on roll, of whom 11 are in receipt of funding for nursery education. The pre-school operates from a converted self-contained unit, situated within the grounds of the village hall. The playroom has been set up to provide separate areas for play, with access to kitchen and toilet facilities. Included in the registration is a fully enclosed garden area for outside play. The pre-school employs a qualified supervisor who holds NVQ Level 3 in childcare and education and two other members of staff. The group receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have access to a range of activities which help to contribute to their healthy growth and development. They are beginning to learn about their own personal care and they show a good awareness of their own needs. They understand the importance of maintaining their own hygiene. They know they must wash their hands before snack and after messy activities. Staff set good examples for maintaining hygiene in their own behaviour. For example, they help to prevent the spread of infection through carrying out effective routines, such as ensuring tables are cleaned before and after meals and snacks. They have a good knowledge of first aid, which ensures medical needs can be dealt with effectively, however, parents are not asked to countersign the medication record to acknowledge the administration of medication. Therefore children's health is not fully protected.

Children's individual dietary needs are known to staff and managed effectively. The children are developing an understanding of healthy eating. Food provided by parents is suitably stored until lunch time. Healthy snacks are provided each day, at morning snack children are able to choose from a range of organic fruit and a choice of milk or water to drink with their snacks, which they pour for themselves. They are able to help themselves to additional drinks of water throughout the day from the fridge if they are thirsty, this helps them to manage their own health care needs.

The daily routine allows the children to experience regular outdoor play where they benefit from the fresh air. They take part in outdoor physical activities using equipment like hoops and balls and playing large group games such as "what's the time Mr Wolf".

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are generally safe within the setting as staff are well deployed to supervise them. However, plastic carrier bags are stored in low storage units, easily accessible to children. Therefore, children are not fully protected.

Children's welfare is safeguarded as staff have an adequate knowledge of child protection issues. They are aware of signs to look out for and procedures to follow in the event of being concerned about a child. Children are cared for in a welcoming and secure environment, where most potential risks to children are minimised because staff use regular risk assessments to reduce potential hazards, this ensures the children can enjoy a variety of play opportunities in safe surroundings. The staff are deployed well within the setting and appropriate adult to child ratios are always maintained. This ensures the children are closely supervised at all times, when enjoying indoor and outside play. The play area is well set out to allow the children to move around freely and safely. The children use a wide range of toys and resources which conform to safety standards. They are able to make choices from the activities set out each day and know where to find additional resources like pens and papers, which they confidently select for themselves.

Children are encouraged to learn about safety when at the pre-school, for example, they help to tidy away the toys at the end of the morning, they know that they must "line up before

going outside and wait by the door". This helps the children to take some responsibility for their own safety and well being.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy well-organised sessions, where they are able to access a very good variety of activities, which effectively promote their development. They move freely between resources, making independent choices and concentrating very well at their chosen tasks. They also take part in whole-group and adult-led activities, when they contribute enthusiastically and make good progress. Children under three are well cared for, their progress is monitored in line with the Birth to three matters framework.

Nursery Education

The quality of teaching and learning is good. Staff plan exciting topics and activities, ensuring that they cover the six areas of learning. Themes are very effectively developed, to help children make links between different areas of learning and to deepen their understanding. For example, in a topic based around 'growing', children plant and tend their own vegetables, as they grow they make vegetable rice and explore their different flavours and explore weighing and measuring. They take part in imaginative role play, involving taking on roles that are familiar to them and re-enacting scenarios. They make models and collages, using good quality materials, to develop their creativity. They go for a village walk, where they collect and explore natural materials. Children collect plants and leaves from the garden and make a picture to give to the visiting fire brigade. Children are encouraged to talk about their experiences, consolidating their learning and enhancing their confidence and communication skills.

Staff observe children's achievements and use this information effectively, to plan for the next steps in learning. They use questions and discussion very skilfully, to develop children's understanding and skills. For example, they invite children to listen and look at the clock just before tidy up time. They count the numbers around the clock and it is explained to them that when the big hand is on the six it is time to tidy up. They extend counting into calculation, as they count the number of plates they need and discuss which number comes next. Children are consistently challenged to recognise their names and some write their name on their work. Children fully participate with enthusiasm as picture cards are taken from a bag. Children talk about what they see then explore the initial sound of the item. Children make very good progress in their physical development, as they have regular opportunities to use large equipment, such as wheeled toys. They develop very good control as they throw and catch balls. They use scissors, cutters, pens and glue spreaders with increasing co-ordination. They enjoy singing familiar songs, and use musical instruments to explore rhythm and sounds.

Helping children make a positive contribution

The provision is good.

Children are welcomed and included, and their individual needs are carefully addressed. Staff know them very well and plan for their particular interests and abilities. Children's spiritual, moral, social and cultural development is fostered. They learn to value differences, as they use good resources, such as puzzles and books which reflect diversity, or celebrate a variety of festivals, such as Chinese New Year. Children behave very well, due to the consistent approach of staff, to the management of their behaviour. They understand the pre-school's clear routines and respond to the staff's calm, consistent and positive strategies. They enjoy regular praise

for their efforts and they willingly comply with the realistic expectations of the group. Children with learning difficulties or disabilities are very well included and supported. Staff are committed to meeting their needs and there are very effective systems to monitor their progress and support their development.

Children enjoy very consistent care, due to the pre-school's good systems for communicating with their parents. The prospectus and regular information through the notice board keeps parents up to date. Parents are invited to become involved in the work of the pre-school, by serving on the committee. Partnership with parents and carers is good. Parents have the opportunity to view their child's folder and talk with their child's key worker to discuss progress. Good information is given regularly, about topics, however the prospectus does not contain detailed information about the Foundation Stage curriculum. Parents can access the pre-schools policies and procedures, however the complaints procedure does not contain the correct contact details for Ofsted.

Organisation

The organisation is good.

The provision meets the needs of the range of children for whom they provide. There are suitable systems in place to ensure that staff working with children are suitable to do so. Staff are familiar with the settings policies and procedures and implement these effectively in the care of children. Staff ratios are maintained at all times and staff retention is good, which means children benefit from the care of a consistent team who get to know their individual needs well. There are good contingency plans to ensure staffing levels are maintained in the event of an emergency. Regulatory documentation that supports the care and wellbeing of children, such as registers and accident records, are in place and maintained appropriately.

The leadership and management of nursery education is good. Children benefit from a small staff team who show high levels of commitment to children's learning and achievement. Staff are very experienced and continue to develop their skills through training, very good communication and regular discussion ensures that individual areas for development are identified. Activities are evaluated well, and overall children's progress is monitored very effectively. This is because communication between members of the staff team is very good. They share information very well and discuss their observations of individual children's achievements and areas for development when planning activities. Children's assessment records are consistently updated and reflect the good progress they are making.

Improvements since the last inspection

At the last care inspection the group agreed to develop staffs knowledge and understanding of equal opportunities issues. Staff have a good understanding of equal opportunity issues and promote this well within the setting. They also agreed to ensure that systems are effective to fully inform staff of how to manage children's individual dietary needs. All staff are fully aware of any specific dietary needs and these are catered for well. The group were asked to ensure that the registration system shows all staff and visitors present and includes actual times of those children that may arrive or leave early or late. All registered are clear and up to date.

At the last education inspection the group agreed to improve the assessment systems to show how children are developing through the six areas of learning, how their individual learning needs are being met and used to guide planning and how they are effectively shared with parents. The planning and assessment system now takes account of individual learning needs.

Through observation children's needs are identified and then taken into account when planning. Children's progress is shared with parents on a regular basis. The group also agreed to develop systems to show that children have access to a broad and balanced curriculum that covers the steps within the six areas of learning over a period of time that is guided by individual children's learning and will allow staff to support and build on the children's existing skills. Also to extend the support and opportunities provided by staff to encourage and enable children to access all areas of the curriculum to develop and build on their existing skills. The staff plan for all six areas of learning and link activities to the stepping stones, taking account of individual interests and abilities.

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

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 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 dangerous items are inaccessible to children with particular regard to plastic bags.
- ensure parents countersign the medication record to acknowledge administration of medication
- ensure the complaints procedure contains the correct contact details for Ofsted

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 parents with more information about the Foundation Stage curriculum.

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