

Cooling Road Christian Pre-School

Inspection report for early years provision

Unique Reference Number	103799
Inspection date	28 February 2008
Inspector	Janette Mary White
Setting Address	12-14 Cooling Road, Frindsbury, Kent, ME2 4RG
Telephone number	01634 712172
E-mail	
Registered person	Cooling Road 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?

Cooling Road Christian Pre-School opened in 1991 and operates from two rooms in a church hall in the town of Frindsbury, Rochester, Kent. The group is managed by a committee. The pre-school is open Monday to Thursday, from 09.15 to 12.00, for 34 weeks of the year. In addition, the group operates a lunch club from 12.00 to 13.00. All children share access to a secure enclosed outdoor play area.

A maximum of thirty children may attend the pre-school at any one time. There are currently 34 children, aged from two years and six months to under five years, on roll, 24 of whom receive funding for nursery education. The children come from a wide catchment area. The pre-school currently supports a number of children with learning difficulties and/or disabilities, and also supports a number of children who speak English as an additional language. The pre-school employs eight staff. Six staff, including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's independence is encouraged. For example, they can help themselves to drinking water throughout the session. At snack time they find their individual placemat and independently pour their own drinks from small jugs. The staff prepare two different fruits each day and children share these between them. However, they do not always have opportunities to sit and talk to each other or the staff. Children who have finished their snacks and drinks are quickly guided to another activity before others have finished. This limits their opportunities to further develop their social skills. Parents provide packed lunches for the lunch club, and staff encourage them to consider healthy options. Some children are able to talk about what are 'good' and 'bad' foods to eat. For example, they know fruit and vegetables are good and chocolate and crisps are bad. Staff regularly discuss healthy foods and the active use of topics contributes significantly to developing children's understanding of a healthy lifestyle. Children have a real desire to become independent in their personal care, such as going to the toilet and dressing themselves for outdoor play. As they help each other with their outdoor clothes, they explain why it is important to wear warm clothes in winter. The experienced adult support promotes children's independence and furthers their understanding. Children have an effective understanding of personal hygiene through planned activities and the daily routine. They know why they wash their hands and wipe noses, as staff actively explain the importance of doing so. Staff wear disposable gloves when changing children to protect them from cross-infection. Children develop physical control during stimulating indoor and outdoor activities. They are excited when playing with prams and bikes, and using cones as an obstacle course. They are developing their confidence when trying out new skills. Children ask for help when needed and are beginning to set their own limits within the safe environment. Older children develop a positive attitude to physical exercise. They delight in the challenges of a range of activities, such as using stepping number mats or indoor balancing beams.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy the freedom to choose activities after time in key worker groups. They are developing their confidence to move around and play within safe boundaries. Staffing ratios ensure good levels of supervision. Physical boundaries ensure the safety of the children, for example, gates in the outdoor area are locked. Good safety and security procedures are in place, such as monitoring the main door as children arrive or leave. However, the emergency escape plan has not been sufficiently practised or discussed with the children. Most staff are aware of the emergency procedure and the identified muster point. Children play with a range of good quality and appropriate resources. The child-height furniture successfully promotes children's independence. Children have safety in mind when using the slide, for example, they ask others not to stand at the bottom where they will land. They remind each other to take their shoes off when using the soft exercise mats. Staff encourage children's understanding of safe practices, for example, by reminding children not to run indoors. Children's welfare is supported by child protection policies, based on the Local Safeguarding Children Board procedures. Children's absences are followed up and the appropriate authorities are notified. The staff have a good understanding of child protection issues, and know what action to take if they have concerns about a child in their care. However, some staff are unfamiliar with the procedures to follow if allegations of abuse are made against them. Senior staff have attended child protection training which has been cascaded to all staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children have good relationships with staff. They are supported and ask for help or a cuddle. Children take part in a balanced range of activities that include quiet and active play, such as jigsaws, reading stories, and building obstacle courses with the balancing beams. They are excited as they participate in planned craft activities, such as making 'Mother's Day cards'. Other activities offer free choice, such as imaginative or water play. This balance helps children to make progress in all areas of learning. The staff have an effective understanding of the range of experience required to enable children to develop their senses and creative activities. Children are interested and enthusiastic in their play. They enjoy role play or small group time. Children have opportunities to investigate through the use of resources, such as sand. This helps them to represent their ideas and make connections as they play. Children of all ages enjoy their time at the group and are stimulated by the activities offered. Staff capture their interest as they spend much of their time talking and playing with them. The setting is continuing to develop the use of the Birth to three matters framework.

Nursery Education

The quality of teaching and learning is good. Children are motivated and making good progress towards the stepping stones and early learning goals. However, there are not sufficient opportunities for children to freely access information communication technology or the outdoor space. Children's observations are noted as they participate in the planned key worker group activities. Staff have a competent knowledge of the Foundation Stage and use the stepping stones to record children's progress. The parents provide information about the profile of their child and activities build on what children already know and can do. The evaluation of some activities does not always consider the success of activities or what might be done differently. Children show a sense of belonging as they learn and play together. Staff successfully engage children with challenging activities, such as mixing paint or completing jigsaw puzzles. The range of books is easily accessible and children choose their favourite story for large group time. Children are confident and friendly as they share their ideas and experiences. They are keen to participate in some types of play, such as pretending to go shopping. This is imaginatively extended through the use of real fruit and vegetables for them to purchase. Children become more confident with numbers, for example, as they count the number of children who can use the 'active play mats' at the same time. They begin to recognise numbers and match these to the numbers on the 'hop scotch' mats. Children have a variety of resources to make marks and are beginning to write their names. They are able to differentiate between past and present experiences, for example, they talk about wearing sun hats in the summer and coats in the winter. Children are developing an understanding of space, shape and measure. They use language such as 'bigger' to describe the size of the potatoes at their shop. Children are developing hand-to-eye coordination, for example, as they use scissors. They have opportunities to develop physical skills through regular indoor activities. The pre-school plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

Helping children make a positive contribution

The provision is good.

Staff gather information regarding the children's background needs, such as religion and language at home. There are opportunities for the inclusion of children for whom English is an additional language. The policy on equality promotes anti-discriminatory practice for all children.

Children access a variety of resources, toys and equipment to stimulate their individual development. All children are welcomed and play a full part in the group. Staff enable individual progress for children with learning difficulties or disabilities. Children receive individual attention and all staff are aware of their needs. The observations made are used to encourage children to become involved in play and learning and to develop relationships with other children. Staff actively value and respect each child's individuality. There are resources to promote children's knowledge and understanding of the wider world, and to increase their awareness of diversity. Children have a broad range of opportunities to learn about themselves, each other and the world around them through the planned activities. Staff effectively support children in turn taking and sharing. Children's behaviour is good. Their understanding of right and wrong is increased as staff gently remind them to care for each other and the resources. They learn to negotiate with others and take responsibility for their own behaviour, such as tidying away resources. Spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. This promotes children's well-being in the group. However, not all parents have given written permission to seek emergency medical advice or treatment. Parents are offered a good selection of information on the Foundation stage curriculum, including plans of activities and examples of the children's work. There is a system in place to record any concerns or complaints and a summary for parents is provided. Information is shared effectively and parents feel their children are included. Parents are able to speak to their child's key worker. The staff organise consultations with parents to share information about children's progress. Parents are pleased with the service they receive. Their views are actively sought before the child starts at the setting, and on a regular basis throughout their time there. Parents actively support the staff when joining them on outings. Parents join in with projects, which contributes to their children's good health, safety, development and learning.

Organisation

The organisation is good.

Most staff are appropriately qualified and all staff are vetted. This ensures children are never left alone with unvetted persons. Staff are inducted and their professional development is addressed during annual appraisals. Some staff have an up-to-date first aid certificate, which helps to ensure appropriate treatment is given to children. Future training is discussed and highlighted as part of an action plan. This means children's care and learning are promoted. Some staff are not fully aware of all aspects of the policy for lost children. Staffing ratios meet with requirements and children have space to move around and make choices in their play. Toys and resources are well organised to encourage safe, easy access for all children. Policies and procedures contribute to the efficient and safe management of the provision and help to support children's well-being and safety. Accident, medication and existing injuries records are shared with parents. The registration system records the hours of attendance for children, staff and visitors. The registration certificate is displayed on the notice board for parents to inspect.

Leadership and management are good. Staff's knowledge of the Foundation Stage is secure and key workers have clear aims for the personal achievements and development of all children. However, they do not clearly evaluate the planning to ensure all children's next steps are identified. The integration of care and nursery education enhances children's learning. Staff work well together as a team, and meet regularly to discuss the planning of activities for children. They are able to clearly explain how they use differentiation for more able and less able children. The providers are continuing to improve the recruitment and vetting procedures in line with changes in regulations. Relevant checks are completed, but the system to retain Criminal Records

Bureau information does not meet data protection standards. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection there was one recommendation, to ensure the toys and equipment made available provide more positive images of disability and gender.

The pre-school has extended the range of toys and resources reflecting positive images of disability and gender. The provider is aware that this is an ongoing process and will continue to address the issue of extending resources. As a result, children have greater opportunities to play with resources that reflect positive images of disability and gender.

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):

- continue to improve the children's understanding of fire safety precautions.
- obtain written permission from parents for seeking 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 more opportunities for children to freely access information communication technology and the outdoor area. (also applies to care)
- evaluate planning to ensure children's next steps are clearly identified.

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