

Grove Hill Christian Pre-School

Inspection report for early years provision

Unique Reference Number	128468
Inspection date	03 March 2008
Inspector	Natasha Parsons
Setting Address	Grove Hill Evangelical Church, Grove Hill, LONDON, E18 2HY
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Registered person	Trust Property Administered In Connection With The Grove Hill Evangelical Church
Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

Grove Hill Christian Pre-School has been registered since 1992. It is sited on the Grove Hill Road, in South Woodford in the borough of Redbridge and offers a child care service to the community at large. It operates from one large hall and has use of a smaller room. There is an enclosed garden for outside play.

There are currently 16 children on roll. There are no funded three and four year olds. Children attend for a variety of sessions. The setting is currently supporting two children with learning difficulties and or disabilities and one child who has English as an additional language.

The Pre-school is run by a committee trustees from the Evangelical Church. Christian teachings are included within the activities provided in the form of bible stories.

Operational hours are from 09.30 to 12:00 Monday, Tuesday Wednesday and Friday term time only.

The staff team consists of four staff members all except one hold child care qualifications. The setting is supported by the local authority and is a member of the preschool learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The preschool operates from clean and suitable premises, they have sole use of the building when operating. The hall is a good size, with direct access to the garden. Children benefit from the step ups which enable them to reach the hand basins for hand washing. They learn about satisfactory hygiene methods when they wash their hands with soap and dry their hands on individual towels. However the current practise of using a communal bowl for hand washing after completing creative activities, does not protect children from the spread of germs, the setting is committed to address this.

Children are developing their knowledge of healthy living when they eat a selection of fruit at snack time and drink milk. They are learning that milk makes their bones strong and aids their growth. Drinking water is available throughout the morning ensuring children remain hydrated and promotes their independence skills, when they pour their own drinks. The community dentist visits the group to remind children about healthy eating and the importance of dental care.

Children are protected as several members of staff are appropriately first aid trained, and the remaining staff members are committed to complete training in both first aid and food hygiene. The preschool has a sound unwell child policy and appropriately children with infectious conditions would be excluded. Medication is normally administered only for allergy related conditions for example, asthma. The required medication consent is obtained and parents have given written consent for the seeking of emergency medical attention. Accidents and incidents are appropriately recorded, however an accident resulting in an injury requiring hospital treatment was not notified to Ofsted, as it was not considered to be serious, this is a breach of regulations.

A range of physical experiences develop children's physical skills and competence when they throw and catch balls, move the cars with their feet as they navigate around others, use balancing bars. They use a range of equipment to develop their fine motor skills for example construction and sorting, they use their arms to illustrate the wings of an aeroplane and use their bodies to follow the actions in songs. They have direct access to a secure outside area which is equipped with bikes, cars and a sandpit. Children have daily access to this area, in warmer weather it is available throughout the session, and staff bring outside play inside if children do not want to go out.

Snack time is a relaxed occasion, when children sit together with staff members, they talk and share information linking their home life to the preschool when they talk about their siblings and other family members. Staff actively encourage children to try the fruit provided. Children's independence skills are not promoted as staff pour their drinks, staff are committed to address this.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The preschool is based in a safe, maintained and secure church hall. Measures in place ensure children remain safe. When the session is in operation the main door is locked and a notice reinforces the need to keep this door secured, radiators are protected, sockets are inaccessible,

safety glass is used and children do not have access to the kitchen. Children's, staff and visitors registers are appropriately maintained.

An informal daily risk assessment is completed before the session starts when staff check to ensure all areas used are suitable and safe for example the lounge, old and broken equipment is replaced. Children are reminded that running is dangerous, staff deployment ensures children are safe when staff supervise children outside and when in the toilet. Fire prevention equipment is in place including fire extinguishers, smoke alarms and fire exits are easily identifiable, fire drills are practised every half term and recorded. Children only go on outings when accompanied by their carers. A comprehensive lost or child who leaves the preschool unaccompanied policy is in place, an uncollected child policy informs staff of the action to follow for example two staff members stay on site, and try to contact the child's carers.

Children are safeguarded as there is an appropriate child protection policy. There are sufficient systems in place to record concerns and incidents, and staff have completed relevant training. Details of the local safeguarding team are in place whom they could raise and discuss concerns with. The manager would take appropriate action if an allegation was made against a staff member.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and benefit from the welcoming atmosphere the staff create. They are warmly greeted and unsettled children are comforted until ready to join in. A broad range of activities challenge children's thinking and experiences, for example they explored their sense of touch when they handled concrete, pine cones, air and ice filled balloons. Staff know the children well because they observe them, record their observations and use these to plan to move children forward and identify gaps in children's progress. Effective organisation ensures the setting is prepared for the children's arrival and the available space is well used, with lots of opportunities for children to use energy and develop their physical skills when they play outside. The session is well planned, children engage in a range of purposeful activities, including opportunities for children to take part in stories and the singing of rhymes and songs.

Children enjoy their time in the setting, they have formed good relationships with staff members, and benefit from the size of the group, the relaxed and calm atmosphere. They move with confidence within the preschool and staff are responsive to their requests for example, when they ask to play outside. Adults support children in their play as they play with them and reflect children's interests in activities for example, a child who played with aeroplanes enjoyed hearing songs about planes.

Children practise mark making as they play in the doctors and fill out prescriptions, and invoices for garage repairs. Children learn that print carries meaning when they select their name card at snack time, observe wall displays, and their name on creative activities and use books. Children help to prepare activities when they mix paint, and learn that adding more water makes it runny and less water makes it thicker, they concentrate and complete the task when they take their mixed paint to the painting easel. Children's language is developed when staff describe glue as it drizzles off the spreader, and ask questions about the different shapes being used.

Children awareness of the world around them is promoted when staff arrange interesting activities for example, ferrets and ducklings to come into the setting. When it snowed, snow was brought in on a tray for children to experiment and play with. The preschool plan to

introduce children to a large harp and player. Children enjoy and actively contribute in large group activities when they sing, share their experiences and listen to stories which they help to tell. They have daily access to creative activities when they use sand, water, play dough and paints. Children use information and communication technology when they use telephones, key boards and a computer.

Helping children make a positive contribution

The provision is satisfactory.

An appropriate equal opportunities policy, states children are first, that they are able to reach their full potential and are celebrated for their uniqueness. Children develop an awareness of the local community through the acknowledgement of book week, when they celebrate Chinese new year and eat noodles with chopsticks and make dragons. A satisfactory range of equipment reflecting diversity is in place for example dolls, dual language books, dressing up clothes and a welcome poster. The preschool is an inclusive setting where staff work to overcome difficulties children may be experiencing and work with their parents to support them. A ramp leading into the garden ensures children with growing or impaired mobility, can still access the garden.

Children behave well, staff act as good role models and are courteous to each other. The preschool uses appropriate sanctions and consistent boundaries that take into account children's individual backgrounds and circumstances. A managing behaviour policy ensures children's behaviour is managed in a consistent way and staff are appropriately supported by the manager.

Parents make positive comments about the preschool and place value on the group size and that children receive lots of individual attention, parents are encouraged to help and share their expertise within the group. Parents are welcomed and have lots of opportunities to share information, discuss their child's development and progress. Staff are approachable, and the preschool is considering other methods for sharing information with parents for example a parents morning when parents would meet with their child's key worker. Parents are provided with the settings policies and procedures, and information about the procedure to follow if they had a complaint.

Organisation

The organisation is satisfactory.

The preschool is a well established community group. The manager has appropriate aims for the setting, ensuring that children are prepared for entrance into school. They are working towards taking funded children and have completed relevant training to support this. A committee of trustees over see the preschool and act in an advisory and support role. Staff are appropriately qualified and vetted and exceed the adult to child ratios, children benefit from the small group size and opportunities to receive lots of individual attention. Staff meetings take place each half term and are currently being used to identify gaps and review policies and procedures. Staff work well as a team and have identified roles, they support each other and new colleagues. New staff members are appropriately recruited, inducted and supported, their individual expertise and experience is used to benefit the children and the setting.

Children are assigned a key worker who observes and keeps records on their progress. Parents are provided with their children's developmental records, when they leave the preschool these records are taken forward into their next setting. Staff have opportunities to develop their knowledge further through training for example they have completed training about the

foundation stage, the stepping stones and how children progress. Provision is monitored, for example, plans are in place to purchase magnets, extend mathematical experiences and replace old equipment.

The required records, policies and procedures are in place and parental consents including the seeking of emergency medical attention. However an accident that resulted in the need for medical attention was not reported to Ofsted. Records are accessible, and securely stored to maintain confidentiality. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the preschool was asked to ensure the attendance register, complaint and child protection procedures included all the necessary details. Children's daily arrival and departure attendance is recorded, the parental complaint and child protection procedures are appropriate and include all the necessary details.

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

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.

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):

- review current hand washing practice to minimise the risk of cross contamination
- further develop children's independence opportunities
- ensure that any serious accident is reported to Ofsted.

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