

Salway Christian Pre-School

Inspection report for early years provision

Unique Reference Number	128479
Inspection date	03 October 2007
Inspector	Fiona Sapler
Setting Address	Forest Approach, Woodford Green, Essex, IG8 9BW
Telephone number	0208 505 9619
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Registered person	The Committe of Salway 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?

Salway Christian Pre-School is committee run and registered in 1995. It operates from Salway Evangelical Church in Woodford Green in the London borough of Redbridge and is open each weekday from 09:30 to 12:00, term time only. A maximum of 30 children, from two to five years, may attend the group at any one time. There is a secure, enclosed outdoor play area.

There are currently 43 children on roll. Of these, 22 receive funding for early education.

The Pre-School supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The Pre-School employs eight members of staff. Four of these hold appropriate early years qualifications and two are working towards a qualification.

The Pre-School receives support from the Early Years Partnership, is participating in the Quilt quality assurance scheme and has received an investors in children award

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are encouraged and fully supported to independently follow effective hygiene routines that protect them from cross infection and help maintain their good health. They know that they need to wash their hands before their snack and are provided with a hand washing facility close to the snack table that they can easily use by themselves.

The children's good health is further promoted as a range of well thought out policies relating to health and hygiene are successfully implemented by all staff and contribute to the children receiving appropriate care in the event of a serious accident or illness. For example, parents give prior written consent to administer medication and for emergency treatment if required. All staff, except one, hold a current first aid certificate and accidents are comprehensively recorded and the details shared with parents.

Children have regular opportunities to develop their physical skills indoors and out. They have free access to an attractively presented garden for most of the session. Well planned and interesting activities mean they choose to play outside and, as a result, gain from the benefits of lots of fresh air. A rainy day box, containing wellies and raincoats has been introduced to encourage children to enjoy their play comfortably, outside, throughout the year. Indoors, a large area is designated to provide the children with greater opportunities to practice their physical skills and explore how their bodies work, either by climbing, bouncing or balancing. Older children confidently negotiate the space and receive good support from enthusiastic staff when learning new skills such as throwing and catching balls. Their fine motor skills and hand eye co-ordination are developing well as they have access to a wide range of painting and writing tools and are competent when selecting and using small equipment such as scissors and glue sticks.

Children eagerly talk about what foods are good for them and what will make their 'teeth sticky and fall out'. Their parents bring in a selection of fruit and vegetables which are cut up and shared out for the children's snack. Children are therefore provided with an interesting array of healthy foods that they self select from the choice available to them. This helps them develop good eating habits that are reinforced by the connection between their home and the preschool. Children are able to pour their own drinks of water from manageably sized jugs throughout the session and when they are eating their snack. This helps develop their self help skills, independence and helps them think about their own bodies' needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children happily enter the pre-school each morning. Activities and resources are set out attractively to be exciting and welcoming. The garden is used imaginatively to provide additional play opportunities for all the children. They select from a range of high quality and stimulating toys and resources, throughout the setting, that are very well maintained.

Children are able to explore and play safely in the spacious and bright setting because staff are vigilant and effectively deployed. They use very clear messages that help the children think about their actions and how they can keep themselves and their friends safe. Thorough risk assessments ensure that any potential hazards are identified and addressed effectively. Although

clear evacuation procedures are displayed, only one fire drill has been carried out in the last year. This means that the children and staff are not completely familiar with the procedure to follow.

The staff's combined knowledge means that child protection issues are quickly identified and procedures followed to promote and safeguard the children's welfare within the setting.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are extremely happy and settled at the preschool. They arrive confidently and self register by collecting their name card and placing it on a board. This contributes to a real sense of belonging. They soon become engaged in a wide range of stimulating activities that excellently promote their development in all areas. Activities linked to the planned themes, and related resources, very successfully reinforce their learning. For example, they are currently learning about light and dark and are enthralled by a light, bright area draped in netting and decorated with shiny objects, situated next to a dark den where they play excitedly with torches. The overall theme is enhanced by books relating to night and day, sponge printing stars and a 'shiny' interest table.

Children who have just started attending, at the beginning of the new term, are effectively helped to settle. Particular emphasis is given to familiarising them with the routine of the preschool and observations help staff assess the children's abilities and interests to inform future planning for the group. An interesting observational activity is planned on a weekly basis facilitated by a member of staff. This is designed to provide challenges for every child according to their own understanding and natural curiosity. For example, on the day of inspection the weekly activity was a range of colour coded treasure baskets, filled with objects of different sizes, smells and textures. Children independently accessed these, supported by competent member of staff who introduced a range of different concepts to the children such as counting, sorting and a variety of sensory experiences.

Children are organised into three groups depending on their ages. This ensures that group circle times can be structured more meaningfully according to the ability and understanding of the children in the group.

Nursery Education

The quality of teaching and learning is outstanding. Staff have an excellent knowledge of the Foundation Stage and expertly use regular observations to assess each child's individual progress along the stepping stones. Planning and observation methods are currently being reviewed to take even greater account of the children's individual interests and how this will ultimately inform planning. For example, children requested that they could see a baby being bathed. This was then planned as an activity and introduced as a learning opportunity within the curriculum. Staff consistently use outstanding questioning techniques and skilful interaction to enable the children to benefit greatly from the activities that are provided.

Children are exceptionally confident and sociable. They are curious and motivated to learn. They cooperate very well with each other during activities and are proficient at taking turns and sharing, for example, when they count out ten jumps on the trampoline for their friend before they take their turn.

Children competently link letters to the sounds they make when they discuss the letter of the week. They bring in items for discussion in their smaller groups and are encouraged to use their senses to touch and smell when they pass around the liquorice, lemon and lavender that start with 'L'. A session called 'Carpet Stories' invites the children to use their imaginations and helps them to express their thoughts by composing and 'directing' a play for their friends to perform. This helps to successfully promote the children's self esteem and confidence. Children communicate exceedingly well with adults and each other. They enjoy listening to, and joining in with, familiar stories, providing sound effects to enhance their story time. Labels around the room and name cards help the children to effectively develop their early reading skills. They confidently write with a purpose when they are fully involved with the decision making process of what they would like to see in their new play house. Equipped with paper and pencils they enthusiastically write lists of their suggestions.

Children are beginning to count up to ten and sometimes beyond. They are introduced to mathematical language, through enjoyable and meaningful activities. For example, when watching a mother bathing her baby, the practitioner skilfully introduced concepts such as comparisons when the children delightedly compared the size of their own hand to the babies and estimated whether they are too big or too little to fit in the baby bath.

Children develop a greater understanding of the world around them through exciting themed activities, such as 'light and dark' and when growing potatoes and cooking them using a variety of methods. Children are in awe of the wonders of nature when they talk about their baby brother and sisters in their mummy's tummies, the changes in the seasons or the life cycle of a butterfly.

Children have lots of opportunities to express themselves creatively as they explore and experiment with a wide range of resources. For example, they animatedly discuss the effects of torches being shone through different fabrics and eagerly take part in weekly music sessions that introduce them to different rhythms, beats and sounds. Children have independent access to creative materials such as glitter, glue and paints for them to select and use as they wish.

Helping children make a positive contribution

The provision is good.

Children learn to appreciate people's differences and similarities through a range of resources, activities and guests to the setting. These include visits from a visually impaired lady and her guide dog, local police officers and parents who are invited to share aspects of their own cultures. These all contribute to the children's greater understanding of diversity in the wider world. The preschool has a Christian ethos and children enjoy listening to a daily bible story and learn about the miracles of Jesus. Overall, this positive approach fosters the children's spiritual, moral, social and cultural development.

The layout of the pre school ensures the setting provides a welcoming environment for all children. A proactive approach to working with parents and other agencies provides all children equal opportunities to maximise their enjoyment and potential. Staff have undertaken specialised training in for example, makaton and using epi pens, to ensure they are able to meet children's specific care needs and provide an inclusive setting.

Children feel valued because staff treat them with respect and use lots of praise and encouragement to promote their self-esteem. They are well behaved and clearly know the importance of sharing and being kind to each other. The environment is calm and productive

and enhanced by a patient staff team who talk quietly and gently to the children reminding them of the appropriate boundaries and helping them think about their own understanding of right and wrong.

Children's registration forms contain relevant details to ensure the staff team have the required information to effectively meet each child's care needs. Written consent, including for outings, medication and emergency medical treatment, ensures parents' wishes are known. The complaints procedure is shared with parents and a complaints log is readily available. Parents are actively involved in the day to day running of the setting. They come in and help with clearing up after the snack, facilitate the music session and provide learning opportunities for the children, when for example, they demonstrate their baby's bath time. Well positioned notices inform parents of the letter of the week and they provide lots of objects for the children to discuss at group times and to put on their interest table. Parents are very happy with the care provided and feel confident that any concerns would be quickly dealt with.

Partnership with parents and carers of children who receive nursery education is good. They are provided with information about the Foundation Stage in the prospectus and attend information evenings and workshops, organised by the pre school manager, focussing on each area of learning. They are regularly updated on their children's progress to allow them to be sufficiently involved in their child's learning. However, parents do not contribute to the assessment of their children's starting points at the beginning the Foundation Stage to ensure this is a fully accurate representation.

Organisation

The organisation is good.

The pre-school is very well organised and run by a competent and enthusiastic manager. She works closely with the team enabling her to monitor staff practices and to address identified weaknesses. The practitioners work very well together as a team. They are fully aware of the aims of the provision and share the manager's vision because they are involved in the regularly reviewed evaluation of the setting's strengths and areas for improvements. Most the staff have relevant qualifications and experience in childcare, including many with an early years teaching background. This helps to create an extremely successful learning environment for the children who attend helping them enjoy and achieve to their full potential. Methods of sharing information with parents mostly supports the children's continued learning and development in all areas. Leadership and management of nursery education are good. Staff are provided with many opportunities to develop professionally which means they routinely update their current childcare knowledge. Children are safeguarded as appropriate checks are carried out on all staff. Policies and procedures are detailed and effective and, apart from the carrying out of regular fire drills, support the children's ongoing safety and well being. All required records are well maintained and underpin the safe and effective management of the setting in order to promote the children's welfare. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection a recommendation was set relating to the use of the garden. The garden is now fully utilised and provides an attractive and stimulating environment for the children to use throughout the year. At the last S122 (Nursery Education) inspection, actions were set relating to the hygiene practices regarding hand washing, the complaints procedure, and record, and the suitability checks for all committee members. Children are protected as all

adults have undergone required checks. Parents are provided with relevant information if they have a complaint about the setting as the manager is fully aware of the complaints regulation, contact details for Ofsted are freely available and a complaints log is in place. Children's good health is promoted because hand washing facilities are suitable and children are encouraged to routinely wash their hands.

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 fire drill is practised regularly and logged appropriately.

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):

- develop systems to ensure parents are fully involved in assessing the children's starting points at the beginning of the Foundation Stage.

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