

Corpus Christi Pre-School

Inspection report for early years provision

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| Unique Reference Number | EY358292 |
| Inspection date | 04 June 2008 |
| Inspector | Samantha Powis |
| Setting Address | Corpus Christi School, St. James's Square, Bournemouth, Dorset, BH5 2BX |
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| Registered person | Corpus Christi Pre-school |
| 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?

Corpus Christi Pre-School is a privately owned group operating from areas within Corpus Christi Primary School, in the Boscombe area of Bournemouth. It is a well established pre-school, taken over by the new owners in 2007. The pre-school have use of two rooms within the school, and have access to toilet facilities and outside play areas.

A maximum of 20 children may attend the group at any one time. There are currently 36 children on roll, all of whom receive funding for nursery education. The setting operates term time only and is open on Monday, Tuesday and Wednesday from 08.45 to 14.45 and on Thursday and Friday from 08.45 to 13.00. The setting supports children with learning difficulties and disabilities, and those for whom English is an additional language.

The three owners of the setting work directly with the children, in addition they employ five members of staff. All of those working with the children hold recognised early years qualifications. The setting receives advice and support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from the effective routines implemented within the pre-school to promote their health. Staff are vigilant to ensure resources are available to enable the children to follow good hygiene routines and that areas used by the children are always clean and well maintained. For example, toilets and hand washing facilities are checked and cleaned during the session to encourage the children to want to use them. Children are reminded to wash their hands when necessary. When asked why they need to wash their hands, a confident four-year-old announces that it is to get rid of bacteria, demonstrating their increasing understanding of how good hygiene practices can benefit their health. A sick child policy is shared with parents and adhered to in practice, this helps to prevent illnesses being passed on from one child to another. All staff are first aid trained which ensures that any minor medical emergencies can be dealt with promptly. Documents used to support children's ongoing health and welfare such as accident records are accurately maintained.

Children benefit from being offered healthy snacks during the session. They learn about foods which are good for them and enjoy having visits from people such as the nurse who talks to them about nutritious food. They make their own fresh fruit smoothies and talk about all the healthy fruits which they use, encouraging them to make healthy choices. Parents are provided with ideas and suggestions about suitable contents for lunch boxes, to continue the pre-schools aim of promoting children's awareness of healthy eating. Staff ensure they respect any individual dietary need or preference for each child. Detailed information is sought from parents and this is recorded to make it available to all those working with the children. The pre-school have recently gained the 'HEY' project award, a local initiative to support healthy eating for children in the early years.

Children's health is promoted as they have regular access to activities and play opportunities outdoors in the fresh air. They use equipment such as the climbing frame and balancing beam to build control and confidence, and develop a good sense of space as they use the wheeled vehicles in the playground area. They enjoy following directions to move their bodies along with the 'Sticky Kids' music and movement session, stretching and reaching using their arms and legs. Children have increasing control as they use small equipment such as pencils and tools. They manipulate the play-dough and use the other resources with it to make patterns and shapes, whilst increasing strength in their small muscles.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children feel secure as they are welcomed into a child-orientated and safe environment. Areas are bright and stimulating, with lots of colourful wall displays of children's own work. Furniture and equipment are arranged generally well to make activities and facilities easily accessible. The premises are fully secure, ensuring children cannot leave them unsupervised and visitors cannot gain entry unless invited. Children benefit from having access to a good range of resources and equipment which are appropriate to their age and stage of development and which are generally well maintained.

Children's safety is protected due to the effective procedures followed by the pre-school. Daily health and safety checks are made on all areas and thorough risk assessments are completed

regularly so that safety issues are usually identified and addressed before causing any problems. Good levels of supervision ensure children are supported well at all times, helping to keep them safe. Children learn about promoting their own safety. They understand the simple expectations and boundaries which are established, such as not to run indoors and that only the specified number of children can use the climbing equipment at any time. They have opportunities to use road safety equipment to support their understanding and awareness of safety when they are outside of the safe and secure pre-school environment.

To protect children in the event of an emergency, exits are clearly marked and a written evacuation procedure is in place. Fire drills are practised frequently and repeated as necessary, however, only one exit is used for these practises, which means children are not familiar with alternative routes to follow.

Staff have a confident understanding of child protection procedures and of the settings clear safeguarding policy. This ensures they are able to deal with any concerns appropriately to further promote children's safety.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the setting enthusiastically and quickly get involved. They are motivated to participate as activities look exciting and interesting to them. Children are provided with a broad range of good quality activities and resources that contribute to their all round development and are busy and engaged throughout the session. Children enjoy good levels of support from knowledgeable and interested staff. Their time is dedicated to meeting the children's needs throughout the session. Staff show a genuine interest in what the children have to say and ask questions that get the children thinking, therefore, enabling them to make good progress in their learning.

Nursery Education.

The quality of teaching and learning is good. Children are relaxed and confident within the pre-school routines, which ensures they are ready to learn. Plans include a broad range of fun and interesting activities and are based on what the children enjoy, making them relevant to them. All areas of learning are covered well within the plans providing children with a broad curriculum. Observations and assessments of children's development and evaluations of activities are used successfully to plan for children's individual progress. This ensures that appropriate challenge is offered to each child. There is a good balance of adult led and free play activities to ensure children have choice, however, occasionally, the way children are grouped for activities does not allow them all to be fully involved. Children have increasingly high levels of confidence and self-esteem as staff regularly praise them and value their efforts. Good team work ensures that the room is well prepared on children's arrival and resources are organised so that staff time can be spent directly working with the children throughout the session. The environment is quickly adapted by staff to allow children to extend activities they have initiated for themselves. For example, tables are moved out of the way, as the children develop their own role play involving the use of chairs to make a bus. Doing this allows the children to develop the activity for themselves, encouraging their imaginations, use of language and communication, and mathematical skills as they talk about where the bus is going and how many tickets they need. The indoor and outdoor environments are used well to support children's learning, with easy access to a range of resources. Staff allow children the freedom to use resources throughout the areas, encouraging them to extend their own learning.

Children's personal, social and emotional development is very well supported. They are very confident within the setting and are developing good relationships with staff members and their peers. This is due to staff encouraging a caring and sharing attitude and remaining consistent with their expectations. Children understand the 'golden rules' which are displayed in pictures to act as a visual reminder. The children speak confidently to each other and to adults around them. They are beginning to recognise familiar letter sounds and shapes as their awareness of print is raised. Good use of text within the environment helps them to understand that print carries meaning. Children enjoy stories and often use the comfortable book corner on their own, demonstrating their understanding of how books are used. They join in with the repetitive parts of familiar stories read to them in a large group. Children are provided with writing tools as they engage in activities and are encouraged to use these to label their own work and make marks. Children make their own tickets to be used on the bus they have created. Children count and use number during practical activities and develop an awareness of number value and order as they join in with songs such as 'five currant buns' using the hand made props. When counting the children present, older and more able children are challenged to consider how many children are present when one child arrives late, introducing them to simple calculation. They explore patterns, looking carefully and reproducing with paint the natural markings of animals such as a zebra and a Dalmatian dog.

Children take part in activities that extend their awareness of their own communities as well as the wider world. They visit areas within the school grounds and have visitors such as the local nurse, to enhance their learning. They take part in fund raising activities, which encourages them to think of others. They develop an understanding of time and an awareness of life cycles as they observe the growth of their sunflowers, and illustrate this using a sequence of pictures. Children confidently explain how their sunflowers have grown, 'mine has four leaves', 'mine has grown that much', using language and measurement to describe their observations. Opportunities are provided for children to use electronic equipment to increase their confidence in using information and communication technology. A computer is used at certain times and children also have access to equipment such as CD players and cameras. Children join in with singing, adding actions to the songs as they gain confidence. Children use their imaginations well during role play. They make up their own stories and use the available resources to involve others in their play. They have regular opportunities to use creative materials such as paint, play-dough and junk materials to produce their own pictures and models. Staff support the children well, encouraging them and supplying them with the resources they need. This freedom to explore allows children to express themselves well.

Helping children make a positive contribution

The provision is good.

Children benefit from being cared for in an environment where their individual needs are well known to staff and given full consideration. Detailed written information is sought from parents for each child, ensuring that every families needs are valued and respected. Children feel very much part of the group. They are proud that their creative work is displayed for all to see and confidently point out favourite pictures, giving clear explanations. There are a good range of resources available that offer positive images of diversity which encourages children to start to develop an awareness of the wider world. Children engage in activities which increase their understanding of cultures and religions. For example, the children have a go at copying some Chinese writing and enjoy finding out more about the Indian culture when the family of one child comes into the pre-school to talk to them. Children are constantly supported in being caring and kind towards each other. Resources such as the 'kindness tree', where a special leaf

is placed on the tree with details of the child's kind actions, act as a reward. Children's social, moral, spiritual and cultural development is fostered.

The group has a special educational needs co-ordinator (SENCO), who is confident and knowledgeable in her role. The setting works closely with parents and liaises with other professionals related to the child's needs promoting consistency for the child and family. This helps to ensure that all children are supported in their learning and development to reach their full potential.

In general, children are well behaved. They demonstrate an understanding of the consistent boundaries and expectations which are in place to help keep them safe and happy. They are fully aware of the 'Golden Rules' which are sensitively introduced to them by the staff. Effective strategies such as distraction, negotiation and explanation are used to encourage the children to take turns and share. Children are given plenty of warning when a change in routine is approaching, allowing them time to finish what they are doing. However, occasionally, the organisation of large group activities means that children are not fully involved, which results in some children finding it difficult to manage their own behaviour.

Partnerships with parents and carers are good. Detailed information is sought from parents to help provide consistency for the children. Staff always allow time at the beginning and end of the session to give some feedback to parents and promote communication. Parents are introduced to the settings policies and procedures as they are provided with detailed written information when their child first starts and are kept up-to-date through newsletters and the notice board.

Staff gain a good understanding of children's starting points when they join the pre-school, which helps them to plan the next step in the child's learning. Parents are reminded that they may see their child's records at any time and records are sent home on a termly basis to allow parents the opportunity to see them regularly. This keeps them informed of their child's progress and gives them an opportunity to share information with their child's key worker. An open afternoon is conducted prior to children attending the pre-school. At this time parents are introduced to key workers and are provided with lots of information about the curriculum and the pre-school routines. This is followed up by more detailed written information about how the setting supports children's learning through play. Parents also receive newsletters which provide details of the planned activities for the coming weeks and the areas of learning they are specifically supporting. This information helps parents to further support their child's learning at home.

Organisation

The organisation is good.

Children are well supported in their care and learning due to the consistent interaction of well qualified and experienced staff, who have a very good understanding of their individual roles and responsibilities. Staff work extremely well together as a team. They value the skills that each of them have and ensure effective communication to benefit the children's experiences. Sufficient checks have been completed on current members of staff to promote children's safety. However, the system to be followed when appointing any new members of staff in future has not been fully considered to ensure children's safety continues to be supported.

Space and resources are generally well organised and children's health and safety is well protected. Children quickly get involved in purposeful activities which encourage learning, as

the room is set up to look exciting and interesting on their arrival. All areas of learning are promoted well and at most times, organisation of the sessions supports children's learning and development. Policies are used well and staff are confident in the procedures to follow to support children's care needs appropriately. Documentation is very well organised and stored to ensure confidentiality is maintained. The setting meets the needs of the range of children for whom it provides.

Leadership and management is good. The setting strives for continued improvement to the care and education they offer the children and families they work with. The staff team regularly evaluates the setting's strengths and any areas for improvement, ensuring that they continue to meet current needs. Staff have a good understanding of their individual roles and responsibilities and effective appraisal systems and peer reviews identify staff's individual strengths and skills. Staff are supported in updating their skills and knowledge through training opportunities and cascade any new information to other team members during staff meetings, to keep everyone well informed.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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):

- develop the staff recruitment and vetting procedures

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):

- consider the organisation of group activities, to further enhance children's learning and development.

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