

Chapel Break Pre-School

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Chapel Break Pre-School opened in 1992. It operates from Chapel Break Village Hall in Norwich, Norfolk. The pre-school is accessed via a level pathway and uses a large hall, a small room and kitchen and toilet facilities. Children have opportunities to use a small, enclosed outdoor area and two play areas within the playing field. The pre-school provides care for children from the surrounding areas. It is open from 9.00 until 11.30 and from 12.30 until 15.00 each day during school term time.

The provision is registered on the Early Years Register to care for 47 children aged two to under five years, 26 within the hall and 21 within the smaller room. There are currently 52 children on roll, all of whom are within the Early Years Foundation Stage (EYFS) and the pre-school is in receipt of nursery education funding. The pre-school has experience of caring for children with English as a second language and with learning difficulties and/or disabilities. It is run by a board of trustees that employs seven members of staff and an apprentice to work with the children. Five members of staff hold level 3 early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of provision is good. An enthusiastic team of longstanding staff and committee members actively promote children's welfare and provide them with a welcoming and caring environment. The pre-school works effectively with other professionals to meet children's individual needs and generally has systems in place to fully integrate children. Parental involvement is highly valued and parents are encouraged to become involved in their child's learning. The pre-school encourages a culture of reflective practice and identifies most priorities for development within their provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- value each child's linguistic background and provide opportunities for children to use their home language in their play and learning
- develop the existing equal opportunities and complaints policies in order to fully inform parents
- develop further the continuous quality improvement process and the existing assessment of children's developmental progress in order to successfully target areas for improvement .

The leadership and management of the early years provision

Robust recruitment, induction and ongoing appraisal systems ensure that staff members are suitable to work with children and that their professional

development is encouraged. Most staff members hold current paediatric first aid and food hygiene certificates and all staff regularly access child protection training. They develop a secure understanding of safeguarding issues in order to protect children from harm or neglect. The pre-school evaluates the provision they provide for children regularly at staff and committee meetings. Recently, management has initiated a more formal self-evaluation process that involves staff, committee members and parents. At this time, the initial review is incomplete and has not successfully covered all areas for development. All required documentation for the efficient management of the provision is in place, however, the equal opportunities and complaints policies require further development in order to fully inform parents.

Parents are provided with an informative 'Welcome booklet' about the pre-school prior to the commencement of care. Sensitive settling-in procedures and the allocation of a key worker within the setting provide children with an enjoyable introduction to the pre-school. Parents are invited to hold roles on the committee and to participate on a parent rota. A high percentage of parents responded to a recent questionnaire about the care and education provided at the setting and their satisfaction is reflected in their positive comments. The pre-school has experience of caring for children with additional learning and/or development needs and works with other agencies such as the Area Special Educational Needs Coordinator in order to promote each child's learning. The setting also cares for children with English as a second language. Although staff members acknowledge children's linguistic diversity, the setting has not considered ways of celebrating each child's home language in order to meet each child's individual needs. Links are formed with other providers delivering the EYFS for children who attend the pre-school in order to promote progression and continuity of learning.

The quality and standards of the early years provision

Health and well being is promoted well within the pre-school. Children develop an understanding of good hygiene as they wash their hands after toileting and before eating. They are encouraged to make healthy eating choices at snack time and help to prepare nutritious foods such as vegetable soup. Children develop a positive attitude to exercise as they have daily access to a small enclosed outdoor area and have regular opportunities to move with control and co-ordination on large pieces of equipment in two larger play areas. They develop large physical skills as they balance on and manoeuvre skate boards and learn new skills during football and tennis training events. Children learn to stay safe with gentle reminders such as 'use your walking feet'. Their awareness of fire and road safety is raised through discussion.

Children are interested and involved within their play and as a result make good progress. Staff members have a secure understanding of the EYFS and have accessed relevant training in order to develop their knowledge and to improve their practice. They are caring, affectionate and attentive to children's needs at all times. Staff members involve themselves in children's play, pose simple problems for children and use open questioning effectively to develop children's thinking. Children are confident and develop self-esteem as staff members offer them lots of

praise and encouragement for their efforts. Staff members plan purposeful play and exploration, both indoors and outdoors. Children's key workers maintain regular observations of children's play and their individual learning within 'learning story books'. Systems are in place to share these records with parents and to encourage them to contribute their own observations of children's achievements. The pre-school has a satisfactory system in place to analyse these observations and to identify and plan for the next steps within children's learning. However, this requires further development to inform planning to help each child to achieve as much as they can.

Children display a real sense of belonging within the pre-school. They are confident and form close bonds with staff members and friendships with other children. They behave very well. Children play alongside each other, take turns, share resources and cooperate within their play. They are enthralled with a theme on 'Jack and the Beanstalk'. Children's communication and language skills are promoted well as they look at different 'Jack' books, listen intently to the story and anticipate what will happen next. They consider simple problems for example 'how to grow their own bean stalks'. Children think about what is needed to grow a plant and ask staff to include items on a shopping list. They recognise numbers within their games, count beans and immerse themselves in imaginary play in 'Jack's house' with a wide range of enticing resources. Children lie on the floor to paint a giant beanstalk and have lots of discussion on the best way for 'Jack to reach the top'.

Children observe nature on walks in local woods where they spot squirrels, birds and a deer. They learn about the community for example on trips to libraries during National Storytelling Week. Children learn to operate simple computer programmes and explore a wide variety of different materials such as dough, paint, glitter, compost, sand and foam. Children access a selection of well-organised craft resources throughout each session in order to encourage their creativity. They sing with enthusiasm and make sounds with a variety of instruments.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.