

Coalpit Heath Pre-School

Inspection report for early years provision

Unique reference number	EY294894
Inspection date	25/06/2009
Inspector	Valerie Anne Curotto
Setting address	The Manor Hall, Henfield Road, Coalpit Heath, BS36 2RS
Telephone number	01454 771821
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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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Coalpit Heath Pre-School moved to its current premises in 2001 and has been under private ownership since 2004. It operates from Manor Hall in the village of Coalpit Heath, South Gloucestershire. Children have access to the Massey and Newman rooms within the hall and enclosed outdoor areas nearby. These include the field and playground of the local primary school which is adjacent to the hall and the hall's community garden. The group opens during term time only, from 09.00 to 15.00 hours, Monday to Friday. Children may attend on a sessional or full day basis and bring a packed lunch if required. The manager/owner works directly with children and holds an appropriate NVQ level four qualification. She employs a team of six staff who work on a part time basis. Three hold a relevant early years qualification and three are undergoing appropriate training. The setting is registered to care for up to 26 children aged two to the end of the early years age range. There are currently 54 children on roll and of these, six are under three years. Two-year-olds attend sessions on Tuesday and Thursday afternoons. The setting has experience of providing for children with special educational needs and those with English as an additional language. The setting is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are secure and confident in the bustling environment and relate well to staff who are familiar with their needs and promote their welfare. Planned activities ensure children have good opportunities to learn and develop across all six areas of the Early Years Foundation Stage (EYFS). However, current assessment arrangements do not effectively reflect these or track children's progress through meaningful links to planning. The setting is currently adjusting to recent staff changes and is able to take appropriate steps to address identified areas for development.

What steps need to be taken to improve provision further?

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

- improve assessment arrangements to more systematically track children's progress and demonstrate how activities impact on children's development, to more consistently support children's learning and provide challenge for individual children
- continue to monitor the organisation of activities to further promote children's learning and develop policies and procedures in line with the requirements of the EYFS, including risk assessments and the register

The leadership and management of the early years provision

The setting demonstrates a clear commitment to children's welfare and recommendations from the last inspection have been addressed appropriately to promote their health and safety. These include improved recruitment procedures and development of aspects of the behaviour management and child protection procedures. Assessment systems still lack cohesion to reflect children's progress and systematically ensure the next steps are identified across the six areas of learning. As a result, at times staff support for children's activities is unclear and this limits challenge for some children across the wider range of resources. A suitable planning cycle is now in place and ensures children experience a wide range of interesting activities during the year. Children benefit from a good range of thoughtfully planned and spontaneous opportunities which promote their learning. However, recent staff changes have impacted on the organisation of activities which does not yet make the most of available resources and staffing. The manager continues to monitor this appropriately and offers valuable support to less experienced staff, to more consistently support children's learning.

Appropriate induction and recruitment procedures ensure staff are suitable and familiar with their responsibilities, including safeguarding children. The setting has a strong commitment to ensuring newly appointed staff obtain qualifications and team meetings develop a common purpose.

A comprehensive range of written policies and procedures are in place to support children's welfare and daily checklists ensure the premises are safe. These measures continue to be updated in line with the EYFS as some are not fully developed. For example, current registration arrangements do not yet maintain a consistently accurate record of children's attendance. While written risk assessments of the outdoor areas are not extensive, all staff are aware of issues such as public access and of steps to be taken to protect children.

Parents comment positively on the friendliness of the setting and appreciate the understanding staff have of their children's needs. Daily information sheets for each child provide general information about their activities alongside informal discussion with parents. Positive links with local schools foster children's sense of security as they become familiar with their new teachers and transitions are managed well.

The quality and standards of the early years provision

Children confidently enter the setting on arrival and access equipment available across two rooms. Suitable activities are laid out for them on tables and on play mats, with additional resources labelled in low level units to promote independent access. Children's independent learning is promoted through 'free flow' across two rooms alongside adult led activity. This leads to a busy environment where children are happy and able to initiate their own play. However, current arrangements do not always ensure children are monitored effectively to promote purposeful use of resources and extension in their play.

Children enjoy regular access to the outdoor areas which promotes their health and physical development. They climb on equipment in the enclosed play area, propel sit and ride toys along the path and add water to sand to create sand castles. Indoors, they hop, jump and run as they practice skills for the sports day. At other times, they investigate insects in the community garden and learn that some plants in gardens may be harmful.

Children are friendly and play cooperatively together at the water tray and in the playhouse. They approach staff confidently to settle occasional disputes and are helpful to each other. Children become familiar with routines which promote their independence as they wash their hands before lunch and put on aprons for painting. They listen and respond to instructions well and automatically line up to go outside. Children are valued and their self esteem develops as staff are familiar with their backgrounds and take an interest in what each has to say. They receive encouragement and regular praise for their achievements and ideas. Children with additional needs are supported well as the setting promotes positive links with parents and other agencies to assess and meet their individual needs.

Children develop an appropriate understanding of diversity through topic work and fun activities. Themed days promote their understanding of the language and food of other countries, in addition to important cultural events such as Diwali and Chinese New Year. They develop meaningful links with the world around them as they observe seasonal changes during village walks and make a contribution to the local community as they help weed the community garden. Children have a good appreciation of books and how to care for them. Favourite stories and factual information are combined to develop their knowledge and understanding of the natural world.

Children have independent access to a selection of craft materials in addition to more structured creative activities. They enjoy daily creative opportunities using a range of materials inside and out which provides a sense of achievement. They readily identify colours in their environment and contribute to large collages which they proudly display on the walls. Children identify shapes spontaneously as they play and confidently complete puzzles. They are prompted to think for themselves and investigate materials as they weigh and measure ingredients for cakes and consider the properties of ice and wet sand. They develop confidence using saws and hammers under careful supervision, as they make wooden boats to float. Sensory experiences with textured play dough and 'smelly' paints encourage children to use their senses and comment on what they feel and smell. Children enjoy musical activities with a range of instruments and regular rhymes and songs.

Children are safeguarded as staff ensure entry to the premises is monitored effectively and staff offer additional safeguards when other hall users are in the building. Children learn to consider risks through topic work such as bonfire night and road safety, in addition to spontaneous opportunities which staff reinforce appropriately. Suitable policies to safeguard children's health are in place and are shared with parents to protect all children. For example, exclusion for sickness and medication arrangements. Fruit based snacks and cooking activities promote children's understanding of healthy eating and children are encouraged to eat sensibly from their packed lunches. Access to drinking water is readily available

when individual bottles from home are empty, although children do not readily make use of this.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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