

Charterhouse Pre-School Group

Inspection report for early years provision

Unique reference number	507694
Inspection date	12/05/2009
Inspector	Christine Holmes
Setting address	St Annes Church Hall, Acacia Avenue, Stoke, Coventry, CV1 2HL
Telephone number	07908 012231
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Description of the setting

Charterhouse Pre-School opened in January 1968. It operates from the church hall of St Anne's church in the Charterhouse district of Coventry. The pre-school serves the local community. The group opens four days a week during school term-times only. Sessions are Tuesday to Friday mornings from 08.45 to 11.30 and Wednesday and Friday afternoons from 13.00 to 15.00.

The setting is registered to care for 26 children in the early years age group and it is registered on the Early Years Register. There are currently 36 children on roll within the Early Years Foundation Stage (EYFS). The setting is in receipt of funding for free early education for children aged three and four and supports children with learning difficulties and/or disabilities and children for whom English is an additional language. There are seven staff who work with the children. Of these, all with the exception of one have appropriate early years qualifications. There is one member of staff who is working towards a degree qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the provision is good. The key strength of the setting is the commitment of all staff to improve outcomes for children. The setting is establishing a robust self-evaluation process that has led to many changes that have significantly improved outcomes for children. The environment is stimulating and inclusive with a varied range of activities to promote children's learning and development effectively and, generally, their progress is monitored well. In most instances, partnerships other EYFS providers, parents and other agencies are extremely effective in identifying and supporting children's individual needs. All welfare requirements are met.

What steps need to be taken to improve provision further?

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

- develop further systems to identify children's individual learning priorities
- develop systems to value linguistic diversity in order to provide opportunities for children to develop and use their home languages in their play and learning
- develop further the quality of the setting's written policies, procedures and the arrangements in place to share this information with parents.

The leadership and management of the early years provision

The success of this very well-established setting is due to the experienced and committed staff group who share a generally good understanding of early years practice. The team are establishing a culture of reflective practice which has led to many changes that have significantly improved outcomes for children. For

example, following an evaluation of the indoor and outdoor provision, children's opportunities to access to all areas of learning has been improved. Children are now able to move freely between the play areas and they have improved opportunities to use a varied range of resources and experiences to investigate and explore for their own purpose.

Staff work extremely well in partnership with a range of other agencies and parents to effectively support children with learning difficulties and/or disabilities. Established links with the local primary school means that older children can make weekly visits to use the school's gym facilities and visit the reception class which helps to support a smooth transition into the next phase of the EYFS. Systems are generally effective to support a two-way flow of information between parents and other providers to support cohesion and continuity in children's care and learning. Children's achievement folders are easily accessible and all parties can contribute to the record. Discussions with parents demonstrate they feel staff are very approachable and available to talk to at the beginning and end of each session. Whilst all the required information is available to parents and carers, it is not all easily accessible.

Staff demonstrate a good understanding of safeguarding and act appropriately to ensure procedures are followed and children are protected. Arrangements are effective to ensure all adults working with children are suitable to do so. Detailed risk assessments are effective in making the environment safe and secure for children. Arrangements are in place and effective to support children's good health and to minimise cross-infection.

The quality and standards of the early years provision

All children and their families are welcomed at this setting and as a result, children soon become settled. Children make good progress in their learning and development and are happy in the environment that has been purposefully organised and equipped to promote inclusion and independence. Staff interact well and develop positive relationships with every child, supporting and extending their learning as they play. Staff plan a wide range of learning experiences that cover all areas of learning. They make regular observations of every child in the nursery as they play and they obtain information about children's experiences and achievements at home to support them in meeting children's individual needs. However, the information gathered is not yet clearly matched to the expectations of the early learning goals in order to systematically identify children's learning priorities to ensure children achieve their full potential.

Successful methods are used to manage behaviour. Staff have consistent expectations and use clear explanations alongside lots of praise and encouragement to support children to understand what is right and wrong. They effectively support children to be helpful, work together, share, take turns and value and respect differences in others. Consequently, children develop good relationships with each other and enjoy a harmonious environment.

Children's natural curiosity to investigate and discover is fostered through a range

of firsthand practical experiences. For example, as part of the transport theme, children walked around the local roads to observe and record the different types and use of transport. In the outdoor play area, children find and examine snails and use the camera to take a picture to record the event. Children watch fruit grow in the trees, which they pick once ripe. They pick and smell different herbs and use the outdoor tap to use water in their play.

Children's communication, language and literacy skills are supported generally well. Children mark-make for their own purpose in their play and they have many opportunities to recognise that print carries meaning. Children take part in lots of purposeful conversations with staff who introduce new vocabulary and its meaning to them, whilst encouraging them to express their thoughts and feelings with each other. Children are being introduced to Makaton signs alongside spoken language to support communication. However, children who have English as an additional language do not yet have sufficient support to develop and use their home languages in their play and learning.

During daily routines children are encouraged to count, measure, recognise shape and solve simple problems for a purpose. They take an active part in taking care of their environment by helping to tidy away and an active part in keeping themselves healthy by washing the fruit for snack. Clear guidance and good supervision by staff ensure that children play safely together and become safety conscious without being fearful.

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

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