

Calvary Pre School

Inspection report for early years provision

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| Unique reference number | 253896 |
| Inspection date | 20/03/2009 |
| Inspector | Elenora Griffin |

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| Setting address | Calvary Church, Stallings Lane, Kingswinford, West Midlands, DY6 7HS |
| Telephone number | 01384 401 228 |
| Email | |
| 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

Calvary Pre-School registered in 1993 and operates from Calvary Church Hall in Kingswinford. The main hall, conservatory and kitchen are used by the pre-school and children have access to an enclosed area for outdoor play. There is disabled access to the building. The Pre-School is open each weekday from 9.15 to 11.45 with an afternoon session from 12.30 to 14.45 on Tuesdays. The pre-school operates during term-time only.

The pre-school is registered on the Early Years Register to care for a maximum of 28 children at any one time, from two years to the end of the early years age group. There are currently 47 children on roll, some of whom receive funding for early education. Children mainly attend from the local area. The pre-school currently supports a number of children with learning difficulties and/or disabilities.

There are six members of staff, all of whom hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Confident children are excited and motivated to learn as they explore the rich and stimulating environment of the pre-school. Children reap the benefits of excellent partnership working with parents and carers within an atmosphere of strong community spirit. As a team, the pre-school staff and volunteers are deeply committed to meeting the individual needs of the children and their families. Consequently, all children feel valued and fully included in all aspects of the pre-school. Management are highly motivated and enthusiastic about continuing to improve the quality of care and education provided for children. Annual action plans and training programmes ensure that there is constant momentum driving improvements throughout all aspects of the provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the self-evaluation systems to include ongoing monitoring and review of the use and organisation of space and resources in order to maximise the learning opportunities of child-initiated activities.

The leadership and management of the early years provision

Children feel safe and secure and reap the benefits of continuity of care because of the excellent partnership working between staff, parents and carers. Parents and carers are encouraged to be actively involved in their children's learning and

development experiences, working with their child's key person to ensure that they can effectively support their child's individual needs. Parents are invited to volunteer in the pre-school, participate in the management committee and to share their cultures and beliefs with all of the children in the setting. Parents attend regular forums and consultations, through which they have a wonderful opportunity to observe their children within the everyday environment of the pre-school, and to discuss their child's progress and next steps in learning and development. Information sessions keep parents well informed about different aspects of the provision, such as the delivery of the Early Years Foundation Stage and Child Protection. Close links are developed between home and the pre-school. Children regularly take home books to share with parents and occasionally bring home a soft toy which they enjoy telling their friends about when they return after the weekend. Parents are often encouraged to get involved in charity fundraising events and to join in pre-school outings, where staff support them to become fully involved in promoting learning outcomes through completing activity worksheets with their children.

Excellent self-evaluation systems ensure that the views of children, parents, staff and management are taken into account when identifying priorities for short-term planning and long-term action plans. This ensures that improvements have a real impact on the experiences of those involved in the pre-school. Although, actions plans for ongoing improvements are comprehensive, covering most aspects of the provision, there remains potential in some aspects of children's self-initiated play to further maximise learning opportunities. For example, through the ongoing monitoring and review of the use and organisation of space and resources, there is potential to encourage children to make even greater use of areas such as the junk modelling and phonics areas. Well qualified and experienced staff respond positively to feedback and are keen to implement new ideas. Supported by management, staff continuously access relevant training courses and some go on to improve their childcare qualifications. For example, one staff member is working towards a level three qualification and the manager is completing a degree.

Comprehensive policies and procedures are fully implemented in order to ensure that children are safeguarded from harm and neglect and their welfare promoted. Robust recruitment and vetting procedures ensures that all adults working with or having contact with children are suitable, and remain suitable, to do so. Staff have a very good understanding of child protection issues and they and parents are kept up to date with the latest child protection policies, guidance and supports through the dedicated display board within the pre-school. Indeed, the high priority that safeguarding children takes within the setting ensures that it filters into all aspects of care for children, and includes the provision of child protection training for parents.

The quality and standards of the early years provision

Children make excellent progress in their learning and development given their starting points, ages and stages of development. A firmly established and highly-effective key person system ensures that children experience continuity of care and have their individual learning and development needs effectively met. Key

people use the detailed information provided by parents to gain a very good understanding of children's starting points. From here they use ongoing observations, photographs, samples of children's art work, and evaluations from activities and one-to-one sessions to develop individual learning journeys for each child. These beautifully prepared documents provide a wonderful insight into the children's time in the pre-school, the activities they have relished, their achievements and particular interests. Knowledgeable and experienced staff use the learning journeys to assess children's strengths and to establish their individual next steps in learning and development. With the support of their key person and carefully planned resources and activities, children are effectively supported to access a rich and varied curriculum that is responsive to their needs and interests, and motivates them to learn.

Children are eager and enthusiastic as they arrive at pre-school each morning. Welcomed into the pre-school and their key groups where they find their name tags, children feel valued and develop a strong sense of belonging. Confident children enjoy talking and joining in circle time conversations, before launching themselves into the various activities that are provided. The organisation of space allows children to choose activities that suit the pace at which they want to play and explore, and children are quick to become meaningfully engaged in activities. A wonderful atmosphere settles within the pre-school as free-flow access to the outside area is created. Children move with skilful control and co-ordination as they ride bikes around both the indoor and outdoor bike areas. Other children become absorbed as they explore and investigate the water and sand trays with various containers, tools and funnels. They have great fun painting the chalk board with brushes and water, quick to repaint as the water evaporates. Children are imaginative, they make sand and water pies and create space ships with large soft play blocks. They create with building bricks, manipulate play dough, enjoy getting into the large sensory box and explore placing objects on the light box of a projector.

Children are developing a very good understanding of how to keep themselves healthy and safe. Through the daily routine, posters and discussions with staff, children become aware of the importance of personal hygiene and regular hand washing. Children help themselves to healthy snacks at the snack bar, pour their own drinks and enjoy being sociable as they sit together in small groups to eat. Children's knowledge and understanding of where their food comes from is enhanced through cooking activities and growing their own fruit and vegetables in late Spring. Regular practises of the emergency evacuation procedure help children to learn how to keep themselves safe, and they enjoy informative visits from fire and police officers. When children learn about the roles of different people, staff provide practical activities to help develop their understanding of what people do. Therefore, when they learn about the work of farmers, children get to collect real eggs, sweep up real hay and round up pictures of sheep. Children are very well supported to learn about diversity and difference in the world around them through activities that encourage them to positively consider similarities and differences. Children regularly contribute to society through raising money for charities with staff, helping them to understand the difference the money they raise can make to other people's lives.

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

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 1 |
| How well does the provision promote inclusive practice? | 1 |
| The capacity of the provision to maintain continuous improvement. | 1 |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 1 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 1 |
| How well does the setting work in partnership with parents and others? | 1 |
| How well are children safeguarded? | 1 |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 1 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 1 |
| How well are children helped to stay safe? | 1 |
| How well are children helped to be healthy? | 1 |
| How well are children helped to enjoy and achieve? | 1 |
| How well are children helped to make a positive contribution? | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 1 |

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.