

Chipping Hill Pre-School

Inspection report for early years provision

Unique reference number

EY332646

Inspection date

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Inspector

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Setting address

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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

Chipping Hill Pre-school opened in the current premises in 2006 and operates from a large church hall in Witham, Essex. A portable ramp to the hall entrance means that the premises are easily accessible. A secure enclosed outdoor area is used for outdoor play activities. A maximum of 26 children aged from two to five years may attend the setting at any one time. The group is open from 09:15 to 11:45 on Monday, Tuesday, Thursday and Friday and 12:45 to 3:15 on Wednesdays. Afternoon sessions are also held from 12:00 to 2:30 on a Monday and Tuesday.

There are currently 52 children attending who are within the Early Years Foundation Stage (EYFS) years. This provision is registered by Ofsted on the compulsory and voluntary childcare registers.

There are nine members of staff. Of these, six members of staff hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are busy, happy and relaxed and make good progress towards the early learning goals in all areas of learning. Staff are committed to inclusion and have developed effective working relationships with external agencies, helping to ensure children's individual needs are well met. Children benefit as staff have developed good relationships with parents and self-evaluation is used effectively to identify areas for improvement.

What steps need to be taken to improve provision further?

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

- review the safeguarding policy and ensure all staff are aware of the named person for safeguarding
- ensure risk assessments are comprehensive and cover everything with which children may come into contact (this relates to the toilets and outside area)
- develop assessment to ensure next steps are identified and used to inform planning.

The leadership and management of the early years provision

Clear policies and procedures have been devised and these are implemented effectively and shared with parents to ensure they are fully informed of childcare practices. Stringent recruitment and induction procedures ensures that children are cared for by suitably experienced staff. Staff are committed to working in partnership with parents and provide a regular newsletter to ensure they are kept informed of important information. Children's progress is shared through regular parents' evenings, helping to ensure they are included in their children's learning.

Children's welfare is protected as several members of staff have undertaken safeguarding training and a safeguarding policy has been devised. However, not all staff are aware of who to inform if they have concerns about a child in their care. Children are developing a good understanding of how to keep themselves safe as, for instance, staff remind them not to run inside in case they fall and hurt themselves. Risk assessments have been completed to ensure the environment is generally safe for children, however, these are not comprehensive, potentially compromising children's safety.

Children benefit as the manager and staff demonstrate a very positive attitude to improvement and work together to monitor the provision to identify areas for future development. Yearly staff appraisals are completed, providing opportunities for staff to identify training needs and ongoing training is positively encouraged, further improving outcomes for children.

The quality and standards of the early years provision

Children are well cared for by dedicated and knowledgeable staff and thoroughly enjoy their time at the setting. Staff organise the environment effectively to ensure that children have ample space to move around and play under supervision. However, the garden and toilet area have not been fully risk assessed, potentially compromising children's safety. Children have interesting opportunities to learn about the benefits of a healthy diet as they sit together to enjoy snacks of fresh fruit and vegetables and discuss why these are good for them. Their understanding is further enhanced as they grow their own vegetables at the setting and share them at snack time. Children have constant access to the secure garden and develop good physical skills as they play with a wide range of resources such as climbing equipment, balls and bicycles. They also have valuable opportunities for physical activity within the setting as they participate willingly in daily music and movement sessions.

Staff demonstrate a good understanding of how children learn and develop and use very effective questioning to support children and extend their thinking. For example, during craft activities to complete Mother's Day cards, staff support children to recognise letters and encourage them to think of other words starting with the same letter. Children have independent access to a wide range of toys and resources, enabling them to make choices and decision about their day. They play with stimulating mark-making resources and develop good communication skills whilst playing in the role-play area. Children excitedly investigate a range of materials including foam, sand and water and enjoy exploring the outside area. A successful balance of adult-led and child-initiated activities allows children to learn at their own pace during some tasks, whilst being supported by staff to complete others.

Staff spend valuable time getting to know children when they first start, enabling them to provide an individual approach and ensure that needs are met. Planned activities are often based on children's interests and cover all areas of learning equally, ensuring children are consistently engaged and focused throughout the

session. Ongoing observations are completed and children's good progress towards the early learning goals is recorded. However, assessment of children's abilities does not identify next steps in children's learning to inform planning and ensure they make as much progress as possible. Staff are dedicated to inclusion and have undertaken training to support children with learning difficulties and/or disabilities. Staff work in partnership with parents and other professionals to provide resources and adapt activities, enabling all children to participate in the full range of activities.

Children are relaxed and secure in the care of the nurturing staff. They are increasingly confident and developing good self-esteem as staff listen attentively and value their contributions. Children benefit from meaningful opportunities to learn about the wider world as they play with toys and resources that are representative of diversity, including dolls, books and puzzles. Staff demonstrate that children's home experiences are valued and teach children about a range of cultures and beliefs. Staff are consistently polite and respectful, acting as positive role models for behaviour. Children understand what is expected of them and their behaviour is very good.

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?	3

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?	3
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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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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