

Christ Church Pre-School

Inspection report for early years provision

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Type of setting	Childcare on non-domestic premises

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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*.

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Description of the setting

Christ Church Pre-School opened in 2000 and is situated in the town of Bridlington in East Yorkshire. It is a voluntary run provision managed by Christ church Community Services and operates from two purpose built ground floor buildings on the site of Christ church Family Centre. Pre-school sessions are offered in one building Monday to Friday during term time from 8.45am to 11.45am and 12.30pm to 3.30pm and a full day care facility, known as Noah's Ark operates from the second building. This is open each week day from 8am to 6pm throughout the year, with the exception of two weeks at Christmas and a week at Easter. Both facilities have access to their own enclosed outdoor play area.

The provision is registered on the Early Years Register to care for 40 children in the pre-school sessions and 21 children in the day care facility, at any one time. Overall, there are currently 89 children on roll within the early years age group. There are 15 staff employed to work with the children, most of whom have relevant childcare qualifications at levels 3 and 2. An administrator is employed and regular volunteers and students also offer additional assistance to the staff. The setting receives support from the local authority development workers and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming and supportive environment where they are offered a good range of valuable learning experiences, enabling them to make good progress towards the early learning goals. Good attention is paid to ensuring their safety is promoted in all areas, and documentation is accurately maintained in most areas. Children's individual needs are met very well through the excellent relationships that staff establish and maintain with the parents, and the very good attention they pay to working with any other professionals involved in the children's care. Good attention is paid to self-evaluation and as a result, areas for future development are accurately targeted and continuous improvement maintained, further enhancing a setting that already promotes the outcomes for children very well.

What steps need to be taken to improve provision further?

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

- improve the routines and facilities for hand washing to ensure children's health is promoted effectively at all times
- develop the assessment arrangements to ensure informed decisions are consistently made about each child's progress and are used to plan next steps to meet their developmental and learning needs
- improve the recording of accidents to ensure all the necessary detail is

included.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding children. They take their responsibilities in regards to child protection issues seriously, are able to recognise the possible indicators of abuse and know what they must do should they have any concerns. Very good measures are in place to ensure the premises remain secure at all times and that children are collected safely at the end of the sessions. For example, a photograph of those authorised to do so in the absence of the parents is included on the enrolment form for the nursery children. Clear procedures are in place for the recruitment and vetting of any new staff to ensure their suitability to work with children, with very effective induction procedures ensuring that any new members and students on placement, are made fully aware of all aspects of the provision. Documentation is maintained well overall, however, accident records do not always detail the child's full name or that of the person making the record. The ongoing suitability of staff and their professional development is monitored through annual appraisals, and they are fully supported by the management in accessing training, both in-house and externally. For example, all staff hold a current first aid qualification and regularly attend short courses, and one member is currently working towards an additional qualification at level 4.

Children are cared for by friendly and dedicated staff in both provisions, who work very well together and provide an environment that is conducive to learning. For example, they provide a warm and cheery greeting for all parents and children on arrival and include the children's art work in the displays, which shows their efforts are valued and appreciated. The management and staff team have a clear vision of what it is they want to achieve in terms of outcomes for children, with self-evaluation being used very effectively as a tool to identify areas for future development. They strive to continually improve in all areas, seeking parents' opinions through questionnaires and discussion, with their suggestions implemented wherever possible. For example, as a result of their comments, the procedures for handing children over on arrival at the nursery have been improved, which has enhanced the links with the children's designated key person.

Both provisions promote equality and diversity very well. Children with special educational needs and/or disabilities are fully included because staff work very closely with their parents and any other professionals involved in their care, many of whom visit, and work with the children in the setting. The partnership with parents is excellent. Staff provide detailed information about the provision when the placement begins and on an ongoing basis, through the prospectus, newsletters and very well-presented notice boards. They ensure parents are fully involved in their child's learning by providing leaflets detailing how they can support topic work at home, discussing children's progress at open evenings, and operating a library book service. They also signpost parents towards other agencies if they themselves need support. For example, if they are new to the area or may need help in accessing training for their own personal development. All parents spoken to at the inspection were keen to express their admiration for the

staff and the care they provide. The provision also has good relationships with the schools the children will move on to, ensuring a smooth transition to their new environment.

The quality and standards of the early years provision and outcomes for children

Staff in both provisions provide a good range of learning opportunities across all six areas. They use skilful questioning during activities to challenge the children's thinking, and take into account their individual learning styles. For example, they understand fully that some children learn more effectively in the outdoor environment. As a result, they encourage the children to develop their counting skills and understanding of number in this area as they use the stepping stones and by initiating games of 'What time is it Mr Wolf'. They provide opportunities for the children to make independent choices in their play and to work together as part of a small or large group. For example, the pre-school staff make very effective use of the smaller room within the hall to enable the older children to come together for discussion time, to complete their weather chart and sing their 'sharing song'. Children in both provisions develop very good relationships with the staff who care for them. As a result, they are keen to attend, settle well and become fully involved in the activities, which promotes very positive outcomes and enables them to learn good skills for the future. Individual learning journeys are kept to track children's progress, which include examples of their work, staff's observations, and photographic evidence. However, these are not always completed consistently and do not always detail when the identified next steps in the children's learning are met.

Staff give high priority to promoting children's personal, social and emotional development, and as a result, children in both settings demonstrate high levels of confidence and self-esteem. This is very evident as they stand up in front of the group and share their news, and as they enthusiastically practise the songs they will be singing for their parents at the Christmas concerts. They behave very well, clearly feel safe in their surroundings and are confident to express their opinions, such as politely explaining why they do not want to take part in particular activities during free play time. Staff encourage them to introduce their newborn siblings to the group and the children show great excitement and interest in the experience. They work collaboratively on group projects, such as creating a Christmas tree using sponge printing and hand prints, with the babies fully involved in the process, and they know how to keep themselves and one another safe. For example, they confidently explain why they must not run inside and that they need to pick up toys to prevent trips and falls. They know how to use equipment, such as scissors and knives safely during craft activities and as they cut up their fruit at snack time. The pre-school children show consideration for each other as they line up sensibly when leaving the small room and they stop what they are doing and listen to what staff have to say at the agreed signal.

Staff ensure children have good opportunities to enjoy fresh air and develop their physical skills each day. The children relish being outdoors and learn to dress appropriately for the weather, developing skills in self-care as staff encourage

them to put on their own coat before going out. They confidently use wheeled toys and run and chase one another without bumps and demonstrate good balance and coordination as they use the stepping stones. They demonstrate good fine motor skills and creativity as they independently use a range of materials to produce detailed collage pictures, and as they roll and shape dough and use various cutters. They learn about sourcing food and what items make up a healthy diet. For example, they enjoy a good selection of fresh fruit at snack time, grow their own vegetables, such as carrots and cucumbers, pick apples in the garden, and visit the local supermarket to buy various items. They learn about the benefits of cleaning their teeth after meals, with the nursery children doing so after lunch, and they know that hand washing helps to prevent germs that may make them ill. Staff are effective overall in ensuring this is practised, however, on the inspection visit the younger pre-school children did not wash their hands before accessing their snack, and a communal towel is currently provided in the nursery for hand drying, which poses a risk of cross-infection.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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