

Parchmore Pre-School

Inspection report for early years provision

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Inspector Elizabeth Ellen Mackey

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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*.

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.

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Description of the setting

Parchmore Pre School is run by the Trustees of Parchmore Methodist Church. It first opened in 1968 and was re-registered in 2009. It operates from a hall and two rooms in Parchmore Methodist Church Youth and Community Centre. It is situated in Thornton Heath, Surrey. A maximum of 40 children over two years in the early years age group may attend the pre-school at any one time. The pre-school opens each weekday from 09:30 to 15:00 Monday to Thursday and 09.30 to 13:00 on Fridays, term time only. Children have access to a secure outdoor play area. The pre-school supports a number of children who speak English as an additional language. The pre school employs nine members of staff who work with the children. Of these, seven hold appropriate early years qualifications. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register.

There are currently 30 of children on roll, all are in the early years age group.

There premises has disabled access and disabled toilet facilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting are successful in promoting all aspects of children's welfare and development. Children are confident and secure in the welcoming, inclusive environment. There are effective working partnerships with parents and staff demonstrate a commitment to meeting children's individual needs. This ensures children receive appropriate support and make good progress in their learning. Systems to monitor and evaluate the service provided ensures that the provision continues to improve and develop.

What steps need to be taken to improve provision further?

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

- extend the activity planning for the outdoor area to provide children with increased opportunities across the areas of learning
- extend materials which reflect a cultural spread, so children see symbols and marks of which they are familiar

The effectiveness of leadership and management of the early years provision

The effectiveness of the leadership and management is good. All staff have worked in the setting for at least four years and many including the Manager have achieved long service. Robust recruitment procedures are in place to ensure appropriate checks are carried out on all staff to confirm they are suitable to work

with children, which helps safeguard children's welfare. The majority of staff hold a level three qualification and all attend regular training to keep their practice up to date. All staff are familiar with the setting's policies and procedures and there are clear lines of responsibility for reporting and referring concerns. All staff hold a first aid qualification and all required documentation that promotes children's health, safety and well-being is in place. The team are successfully led by a competent manager who is dedicated to meeting children's needs.

The setting provides a service that is inclusive for all children and their families and they successfully promote equality and partnership with parents. They strive to provide a translation service for all children and their families who speak English as an additional language. Many of the staff are bilingual and many languages are spoken in the setting. Staff are able to engage well with children and their parents who have English as an additional language. They also use an interpreter if a family's first language is not spoken in the setting.

There are successful partnerships with parents and they receive comprehensive information through the detailed prospectus. They are kept up to date with monthly newsletters and the notice board. Staff communicate with parents on a daily basis and they are familiar with all children's needs. Parents report they are happy with the care and education their children receive. The management team work closely with the Early Years partnership and regularly evaluate their service to improve outcomes for children. Through their self-evaluation and commitment to develop they are effective in embedding ambition and prioritising areas for future improvement.

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

Children are cared for in a busy, well-organised and welcoming environment. They access a good range of resources throughout the pre-school and become involved in the various craft activities that are available. They learn to share the fun, for example when a popular activity of making bubbles in the water with straws becomes overpopulated, they make space for children to join in. Children adopt good personal hygiene routines as they independently wash their hands prior to eating their lunch. New sinks have recently been installed in the play area to promote effective hygiene routines as children become familiar with the routines when resources are available in their play area. A strength of the setting is the emphasis on creative play, children are encouraged to explore different textures and their play is not uninterrupted. Children play in a clean comfortable environment where suitable assessment has been taken to minimise risks to their health and safety. Some children stay for lunch and they bring their own snacks, parents are encouraged and given guidance on healthy packed lunches.

Children are very settled and demonstrate a sense of belonging in the setting. Children form strong bonds with the consistent staff who care for them, this helps them settle quickly. Keyworkers know the children well and make regular observations of children and use these collectively with parents to identify individual next steps for children's learning. The Manager of the setting oversees

the tracking of children's progress towards the early learning goals and ensures targets are monitored. Children receive a good variety of experiences and enjoy established relationships with their peers. Children have daily access to outdoor play and they access a range of resources, including musical instruments and opportunities for climbing and balancing. This area is not planned to maximise the experiences for children across all areas of learning. Children enjoy stories, and books and matching games.

Children have ample opportunities for mark marking as resources are available in various activities. In addition the setting offer a workshop approach where children can self select a wide variety of craft resources. This encourages the children to express themselves and foster their autonomy in the setting. Children are able to solve simple problems and count confidently during every day routines. Children take turns to lead games, for example when playing picture matching cards they share the task. Children enjoy getting messy with bubbles and they become engrossed in blowing them, so they become bigger and bigger. Staff take the opportunity to extend the children's learning, through the use of mathematical language as they explore. Children use instruments to make music and their play is extended by staff, for example when a child beats a rhythm with drumsticks he is provided with additional resources to extend the sounds he can make.

Children are encouraged to recognise and value the differences and similarities between themselves and others. There are dual language books available, however this is the exception and most written words are displayed in English only. This area had not been fully extended to include symbols and marks that children who speak English as an additional language can recognise.

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	2

The quality of the provision in the Early Years Foundation Stage

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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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Annex B: the Childcare Register

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

Met