

Hop Skip & Jump Pre-School Group

Inspection report for early years provision

Unique reference number	124963
Inspection date	07/07/2009
Inspector	June Fielden

Setting address	United Reform Church, Addiscombe Grove, Croydon, Surrey, CR0 5LP
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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

Hop Skip and Jump Pre-School is one of three pre-schools associated with Folly's End Church in central Croydon. It opened in 1992 and operates from a church community building in East Croydon. Children have access to an enclosed outdoor play area. The pre-school is open each weekday from 09.30 to 12.00, Monday to Friday, during term time only. Children from the local and surrounding areas attend the setting.

A maximum of 25 children in the early years age group may attend the pre-school at any one time. There are currently 28 children from two and a half to the end of the early years age range on roll. The pre-school is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting supports children with learning difficulties and/or disabilities and children who have English as an additional language.

There are five members of staff working with the children, of whom four hold an early years qualification to at least NVQ level 2. It is a Christian setting that is open to all faiths. The pre-school incorporates Christian teaching within the curriculum and receives in-house training and support from the Folly's End Church organisation. It provides funded early education for three- and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a warm and welcoming environment where staff have an effective understanding of children's individual needs and successfully promote all aspects of their welfare and learning. Staff are aware of their strengths and areas for further development. There is a strong partnership with parents, and staff liaise with others involved in children's welfare. The pre-school promotes inclusion exceptionally well, and both staff and children come from a wide variety of different cultures. Parents are involved in the evaluation of the setting.

What steps need to be taken to improve provision further?

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

- ensure that children's personal details are regularly updated
- ensure that staff take advantage of all opportunities that arise to provide children with the experience of writing their own name

The leadership and management of the early years provision

Children are cared for by experienced, well qualified staff. There is an effective recruitment procedure in place and regular staff appraisals are conducted. Training is discussed at these meetings and staff are provided with opportunities to keep

their knowledge up to date and to train for early years qualifications. All the required policies and procedures are in place, and these are made available to parents. Staff work well together as a team and they are aware of their responsibilities. The two co-managers are in charge of the day to day running of the setting, while the owner is responsible, monitoring the pre-school, recruitment and financial matters. The provision identifies its relationship with parents and inclusive practice as its key strengths. Parents are involved in the pre-school's recruitment process and have some say in what the group spends its money on. They also assist in designing the questionnaires which are used to seek parents' opinions about the pre-school. Parents are invited to share their different cultures with the children and when necessary translate for other parents who have English as an additional language. To ensure that language is not a barrier for these parents, the group's prospectus and some of their other documents are translated into the language that is predominately used by families at the setting. The signs around the pre-school and some of the posters are also displayed in various languages for the benefit of the children, showing that their linguistic diversity is valued. Staff also believe that they are effective at focusing on the needs of the child, which they see as important. As a result, they ensure that they adapt activities in order to meet their differing requirements. The pre-school has addressed all of the recommendations raised at their last inspection, including keeping a record of visitors and improving the security in the outdoor play area.

The effective partnership with parents is promoted through the efficient methods of communication adopted by staff to ensure that parents are kept well informed. They have their own notice board which provides them with all the necessary information about the setting. The planning is available for them to see inside the pre-school and parents can speak to staff at the beginning or end of all sessions. There is a parents' evening once a year when they can speak to their child's key person and see their child's development records. These are also available to them at any time, on request. Staff obtain all the required information from parents in order to meet children's needs when they are registered at the pre-school. However, staff do not always ensure that children's personal details are updated regularly. Parents are happy with the care provided for children and believe that the provision involves them in a wide variety of activities and trips out. A selection of books and story packs containing puppets, compact discs and information on how these can be used with children are currently available at the pre-school for parents to borrow. These and other resources will shortly be offered through the family resource centre which they are developing at the setting. Staff have a good understanding of how to protect children from harm and the procedure to follow should they have any concerns.

The quality and standards of the early years provision

Children are provided with effective activities that cover all areas of learning. All three settings in the group of pre-schools work together to produce the medium term planning, with the weekly planning being written by the staff at the setting, to ensure it is relevant to the children that attend. The weekly planning is colour coded to show outdoor learning, activities included in response to children's interests, and activities planned by staff to provide balance and coverage of all

areas of learning. Staff make regular observations of children which identify their next steps and are used to inform future planning. They keep a development record for each child, which shows their progress in all areas of learning. There is a personalised learning plan at the front of each file. Some photographs and samples of children's work are kept as evidence of their achievements. Staff engage children in conversation throughout the session, asking them questions about the colour and shape of the objects they are playing with. Children enjoy role play in their pretend kitchen, using play dough to roll out chapattis and make ice-creams which they offer to the adults that are present. Children use a large hall or the outdoor play area for exercise, where they run around, practise their ball skills, or drive around on small vehicles. They use cameras and a games console attached to a television to develop their abilities in information technology. Children have access to a variety of multicultural resources. These include Chinese chopsticks and musical instruments from different countries, and parents donate to the group artefacts they have brought back from holidays abroad. Although the pre-school has a writing area for children, staff do not currently take advantage of all the opportunities that arise to provide them with experience of writing their name, for example, on the work they complete.

Children follow efficient hygiene practices and routines and use paper towels and liquid soap when they wash their hands to avoid cross-contamination. They are offered healthy options at snack time, including toast, which they attempt to butter for themselves, and a variety of fruit. Water is available to them at all times to ensure they are not thirsty. There is a broad range of toys and equipment that is appropriate for all children attending the setting. Space is well organised to allow staff to set up as many different activities as possible each session. Effective measures are in place to ensure children's safety, as the gates into the garden area are padlocked when they are outside to ensure that they are unable to leave the setting unsupervised. Children's behaviour is well managed by staff, as they are always very positive with them and praise them for small achievements. The pre-school also has some rules in place to raise children's awareness of appropriate behaviour. Children are taken on trips out to a variety of different places, and there are pictures of people from other countries on display, to raise children's understanding of the world around them. A variety of puzzles and games are available to children to develop their skills in problem solving.

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?	1
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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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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