

Chapel Street Pre-school

Inspection report for early years provision

Unique reference number	512718
Inspection date	25/11/2009
Inspector	Katy Elizabeth Wynn
Setting address	Christ Church Halton, Chapel Street, Leeds, West Yorkshire, LS15 7RW
Telephone number	0113 2640093
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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

Chapel Street Pre-school playgroup is a committee-run group. It has been registered since 1993. The pre-school operates from three rooms on the first floor of Christ Church, Halton. It is situated in the Halton area of Leeds. The pre-school opens from 9.15am to 12.15pm and 1pm to 3.30pm each week day, in term time only. It is registered on the Early Years Register, and the compulsory part of the Childcare Register. A total of 40 children from two years old may attend at any one time. There are currently 68 children on roll, all of whom are in the early years age range.

A total of 12 staff work directly with the children, working on a part-time basis. The manager is qualified to degree level and eight staff have an early years qualification. The pre-school is a member of the Pre-School Learning Alliance and is supported by the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident, feel safe and enjoy their play, which includes free flow access between three rooms. They are progressing well in all areas of learning and development, due to the knowledgeable input from staff. The staff promote an inclusive environment and provide a warm, friendly welcome for all children. The partnership with parents is good and regular information is shared with them, but partnerships with other early years settings are in their infancy. The staff team are beginning to self-evaluate their practice and recognise where improvements need to be made, such as developing the children's learning profiles.

What steps need to be taken to improve provision further?

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

- develop further systems to ensure continuity and coherence by sharing relevant information with other practitioners where a child receives education and care in more than one setting
- develop the systems for self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- use observation and assessments to identify learning priorities and plan relevant and motivating experiences individual to each child and identify their next steps in learning.

The effectiveness of leadership and management of the early years provision

Managers and staff ensure that children are effectively safeguarded, as they make use of risk assessments and are vigilant. The deputy manager, who is a named child protection specialist, assists all staff to understand safeguarding principles. The manager acts upon and logs complaints, and is aware of what events must be notified to Ofsted. Clear recruitment and vetting procedures help to ensure that children are cared for by suitable people. Effective systems for monitoring visitors to the setting also help to safeguard children at all times. There are robust security systems in place and attendance registers are kept accurate and up to date as children arrive and depart. Emergency evacuations are practised and the setting is kept clean and adequately maintained. Policies and procedures are in place and are in the process of being reviewed, to reflect the Early Years Foundation changes.

The management team has a proactive attitude towards ongoing improvement and the recommendations set at the last inspection have been met effectively. Resources are well situated throughout the setting and maximise children's learning potential. Staff work extremely well as a team and are deployed effectively between the three rooms, to fully support children's learning. Staff training needs are addressed well and the staff attend yearly appraisals. Inclusion is embraced well throughout the setting. All children have the same access to all experiences provided and are treated with equal regard. A strong emphasis is placed on developing children's awareness and understanding of equality and diversity. Colourful posters displaying positive images and words of welcome in several languages are displayed within the setting. Staff welcome parents from all cultures to share their knowledge, to support children's understanding further of the wider world, whilst further promoting an inclusive setting.

Partnerships with parents are good. They benefit from the supportive and caring staff team, who keep them fully informed with regard to their children's care and learning. For example, informative and supportive daily discussions, along with newsletters ensure they remain fully informed of their children's care. Children's learning and development are recorded in their individual learning files, and parents are encouraged to contribute towards their children's learning at home, from the clear information provided to them. Parents are extremely positive towards the care their children receive, stating, 'The staff are welcoming and extremely friendly, providing a happy pre-school for children to learn'. Parents have the opportunities to help at the setting on a rota, which gives them a clearer insight of the day-to-day running and opportunities available. However, partnerships with other early years settings that children attend are in their infancy. Staff have developed good links with the local schools and invite the teachers to visit the children at the setting before they leave for school.

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

Children and their parents receive a warm welcome as they enter the pre-school. A good range of toys and resources are readily available and these cover all areas of learning. Children happily seek out their preferred activities, as they communicate with their practitioners and peers. During play, effective adult questioning helps to extend their thought processes and responses. For example, practitioners extend children's interest in physical exercise as they talk about the heart beating faster and changes to their body temperature. Staff have a good understanding of the Early Years Foundation Stage. They ensure that each of the areas of learning are covered effectively and staff know the children well. Activity planning is based on children's current interests and development needs. Children's records of achievement contain some evaluative observations, linked to the six areas of learning. However, records do not consistently include next steps in learning, and the observations are not always used effectively to inform planning, to ensure children make optimal progress according to their starting points.

An effective key worker system is implemented to encourage children to feel comfortable and secure. A consistent approach is adhered to with regard to behaviour management, with staff taking into account children's age, stage of development and personal circumstances. Children participate in activities and events throughout the year, which help them to gain an appreciation of the wider world. For example, they join in with fun activities linked to cultural festivals and events, such as Divali. This is complemented with a range of resources showing positive images of different cultures and of people with disabilities. A good selection of books are available for children to enjoy independently or with others. They have access to sorting, matching and sequencing resources, to promote their ability to identify different shapes, sizes and colours. Exploring natural materials and nurturing plants and vegetables, including sun flowers and cress, gives children a sound awareness and understanding of the living world. They delight in participating in creative activities, where they freely express themselves whilst having fun. Children use information and communication technology to support their learning, for example, using the computer and age-appropriate interactive resources. Children's language and literacy skills are developed through fun and relaxed activities, such as, joining in with story time and singing familiar nursery rhymes. Practitioners are good role models and spend a great deal of time praising and encouraging all children for their good behaviour and individual achievements. This helps to promote children's confidence and self-esteem effectively

Children are beginning to learn about healthy lifestyles. Children can not attend if they are ill, which reduces the risk of cross infection. They are becoming increasingly independent in their self-help skills. Examples of these include washing their hands after the toilet and before snack, as well as being encouraged to put their own coats on at home time. They enjoy healthy snacks and are observed at snack time sitting well, eating fruit and pouring their own drinks. Children have easy access to drinks, as flasks and cups are easily accessible at all times. Children have limited opportunities to play in the outdoor area in the autumn and winter, due to the concerns of the church committee regarding wear and tear. However,

they use one of the rooms to solely develop children's physical skills, hand and eye co-ordination, spacial awareness and fine motor skills. Children enjoy music and movement sessions, parachute games and are able to experience seasonal changes through walking and kicking leaves in the physical room. There is a carpeted book area for them to rest or play quietly, which has a positive impact on their well-being.

Children understand about keeping themselves safe. Their knowledge about personal safety is encouraged by gentle reminders from staff to pick up the toys so they do not trip, and regular fire drill practices. This positively contributes to children developing a sense of danger and how to keep themselves safe. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place.

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