

Christ Church Fledgelings Pre-School

Inspection report for early years provision

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139911

Inspection date

10/02/2010

Inspector

June Fielden

Setting address

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Christ Church Pre-School is a committee run provision with a Christian based ethos. The pre-school was registered in 1994 and operates from the church hall, which consists of a large room, separate toilet provision and kitchen. There is an adjacent outside play area. The pre-school is situated in a residential area of South Sutton and serves the local area. It is open each weekday during term time from 9.30am until 12 noon, and there is an optional lunch club from 12 noon until 1pm from Tuesday to Friday.

A maximum of 26 children from two and a half years to the end of the early years age range may attend the pre school at any one time. There are currently 31 children in this age group on roll. The pre-school is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff working full and part-time, of whom five hold early years qualifications to at least level 2. The setting provides funded early education for 20 three and four-year-olds, and one two-year-old.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a warm and welcoming atmosphere for children and ensure that they are safe and secure. They have a good knowledge of children's individual needs and effectively promote their welfare and learning. There is a successful partnership with parents, and staff have a good understanding of how to communicate with others involved in children's care. Diversity is well promoted by staff. The pre-school efficiently evaluates the provision, and staff have a good understanding of their strengths and areas for further development.

What steps need to be taken to improve provision further?

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

- ensure that the system for planning, observation and assessment shows more clearly how children's next steps in learning have been included, and allows greater opportunities for them to develop their independence
- maintain an appropriate temperature within the setting at all times, to ensure the comfort of children and staff.

The effectiveness of leadership and management of the early years provision

The pre-school have designated staff who understand their legal responsibilities to ensure children's welfare. There are clear vetting procedures to ensure that all staff working with children are suitable to do so. The pre-school's broad range of

policies and procedures are understood by staff and parents. The effective relationship that staff have with parents enables them to regularly exchange information with them, to further assist in safeguarding children. Risk assessments for the setting are in place, and are regularly reviewed. The pre-school are currently in the process of updating and improving the system they use for this. Staff regularly take advantage of training opportunities, in order to keep their knowledge up to date, and to improve outcomes for children. The enthusiastic staff team work well together and are supportive of each other.

Space is well used within the setting to offer children a wide variety of activities, and to ensure that the environment is conducive to learning. There is a wide range of toys and resources that effectively meet all children's needs, both inside the setting and in the outside play area. Parents are encouraged to bring recycled materials into the setting for model making, and children are aware of the recycling bins which the group have access to. There is a flower bed where children plant seeds in the outdoor area, and staff raise children's awareness about saving resources by reminding them to turn off the taps after using the wash basins. Children from different cultures attend the pre-school, and all socialise well together. Staff effectively make them aware of different festivals and special occasions celebrated by others. They discuss any issues relating to equality and diversity with children as they arise. Staff have a good understanding of how to meet the needs of children with English as an additional language. All staff are involved in self-evaluating the setting, and parents' views are also sought through questionnaires. The group see their high standards of hygiene, keeping up to date through training, and the way in staff show respect for children's feelings as some of their particular strong points. They have successfully met the recommendations raised in their last inspection report, including providing children with a wider range of media to encourage their creativity. Children now have free access to paint, chalks, pens and collage materials, to develop their creativity.

Parents are pleased with the level of care provided for their children, the high staff ratios which are maintained by the pre-school, and the quality of the information they are provided with. They can speak to their key person at any time, and their child's development records are always available to them. Parents are also given opportunities to provide information and photographs to add to their child's records about their achievements at home. Staff hold regular meetings with parents to discuss children's progress, and they suggest activities that they can carry out at home with their child, to further involve them in their learning. There are notice boards that give parents all the necessary details about the setting, including the planning and information on the Early Years Foundation Stage (EYFS). Parents are provided with regular newsletters about the pre-school's activities and are invited to make things for the group. Staff maintain contact with other settings children attend, and exchange information with them, to promote children's welfare. They also attend link meetings with providers from other provisions in the local area, which children move onto when they are older. Staff are well aware of the need to liaise with other professionals involved in the care of children with special educational needs and/or disabilities, to ensure that their individual requirements are met.

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

Children are provided with effective activities that cover all areas of learning and offer them a good balance of adult-led and child-initiated activities. There is long, medium and weekly planning in place. Staff make regular observations of children which are included in their development records, and assist them in assessing their progress. Children's folders show that they are making good progress in their learning. The key person that each child is allocated ensures that their interests are included in the planning, and suggests activities that are relevant to the group they work with. Although, the current system for planning, observing and assessing children does not clearly show how each child's individual next steps in learning have been included. Children rest on the colourful cushions in the quiet area when they need to relax, and use the small see-saw and balancing equipment set up inside the hall, or play outside in the garden area for exercise. A member of staff works with children as they thread different shapes onto laces, asking them questions about the number of shapes they have used, the colour of them, and whether they can estimate how many they have used. Children play with the dressing up outfits, which include those from other cultures. Both boys and girls enjoy putting on the long dresses, as well as the super hero outfits. Staff produce displays linked to the festivals they are covering with children, such as Chinese New Year, to engage their interest in these. Children laugh and giggle as they play in the sand tray, and staff develop their play by talking about whether a container is empty or full. They are provided with plenty of opportunities to be involved in creative activities, such as painting, and children pour their own drinks at snack time, and help to sweep up the sand when they spill it on the floor. Although, they are not always provided with the means to attempt to write their own name on their finished paintings, or to assist in preparing their snacks, to develop their independence even further.

Efficient safety measures are in place to ensure children's well-being. A member of staff remains on duty by the door when children arrive and leave, and the doors are locked when all are present. Children are unable to access the steps onto the stage area at one end of the hall, and staff regularly practise their evacuation procedures with them. The heaters also remain cool to the touch, although the setting is not always maintained at a comfortable temperature. The pre-school's accident and medication records are well completed, and children are offered healthy options at snack time. Children are reminded about how to use the equipment at the setting in a safe manner. They approach staff confidently to engage them in conversation, showing that they feel safe and relaxed in their presence. Children cooperate well with each other and willingly join in activities. They help to create their own rules, such as helping others, and they are reminded of these by staff. Children are aware of staff's expectations for them, and respond well to their requests. They take home a library book each week to share with their parents, and can stay to lunch club sessions, which are designed to prepare children for school. There are computers available for children to use with educational programs, to develop their skills in information technology.

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

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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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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