

Christ Church Pre-School Playgroup

Inspection report for early years provision

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Inspector

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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.

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Description of the setting

Christ Church Pre-School Playgroup is situated in the church hall alongside Christchurch Church, in a residential area of Cheltenham and is within walking distance of the town centre. The group use two halls within the building, one is used for general play and the other is used for large physical play. There is an enclosed outside area. The group is open each weekday during school terms from 9.00am until 12 noon. A pre-school session is offered on Tuesday mornings.

The playgroup is registered on the Early years Register, and both the compulsory and voluntary parts of the Childcare Register. There are currently 38 children on roll, all of whom are in the early years age group. The group have experience in providing support for children with special educational needs and/or disabilities and children who speak English as an additional language.

The team of seven staff work at different times during the week. The play leader and deputy both hold appropriate early years qualifications and assistants have attended early years training. Most staff have attended first aid training and all have completed child protection training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because staff know the children well and take account of their individual needs and interests in order to plan effectively and ensure that they remain interested and engaged. Effective implementation of policies and procedures helps to ensure that children are generally safe and their welfare is actively promoted. Excellent links with parents encourage their participation in their children's learning and the organisation of the setting. Developing links with other providers mean that children benefit from a consistent approach. Well establish strategies for self-evaluation involve parents, children and staff members who all contribute to the identification of priorities for improvement which positively results in better outcomes of children.

What steps need to be taken to improve provision further?

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

- ensure that all people connected with the provision who work directly with the children declare all circumstances that may affect their suitability to work with children
- further develop opportunities for free play choices by reviewing the accessibility of resources and ensuring that children are well informed about what is available

The effectiveness of leadership and management of the early years provision

The leadership and management of the setting is strong. Effective policies and procedures ensure that children's welfare is well promoted. Arrangements mean that staff are well trained in safeguarding issues and are therefore well placed to ensure that children are appropriately protected. Employment procedures are suitably robust so new staff have suitability checks completed and benefit from a well-established induction programme and ongoing training opportunities which enhances their knowledge and skills. However, there are no specific arrangements to review or document the ongoing suitability of staff, which means that there could be a potential risk to children.

Arrangements for risk assessment are well established and include daily checks of the premises, both in and out of doors, and all equipment. This means that potential hazards are quickly identified and promptly addressed so children are kept safe.

Exceptionally strong links with parents mean that they are fully involved in the running of the setting and are particularly well informed about what is happening each day and how their child is progressing. Regular email and newsletter communications help to keep parents up to date. Opportunities to spend time in the setting or use information provided to extend their child's learning at home mean that they are fully involved. Effective partnerships with other providers and professionals, such as health or social care workers help to ensure that children are effectively supported.

The organisation of the environment is generally well considered so children can move around freely. For example, they are able to go outside into the fresh air whenever they wish. Activities are well planned in advance to ensure that resources are attractively presented and are suitable for the children to use. However, during some free play sessions children are not easily able to see the resources available to them, which means that their choices can sometimes be limited. Strategies such as the use of pictorial timetables actively promote inclusion and the good knowledge of individual children's requirements and interests mean that staff meet their needs effectively.

There is a clear commitment to ongoing improvement. Staff regularly evaluate their practice and seek the views of parents and committee members to help identify areas for future development. Action taken has a positive benefit on children, for example, new children are now allocated a buddy to help them settle in and feel safe and secure in the setting.

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

Overall, children make good progress in their learning and development. This is because adults are aware of their individual interests and needs and use this

knowledge to plan effectively for their next steps. For example, children's interest in super hero play is used as a basis for children's learning. Starting points are effectively measured using information from parents and other providers which means that staff are well placed to promote children's learning from the outset. A well-established programme of observation and assessment is used alongside information from parents to accurately map children's progress towards the early learning goals.

Children's progress is good in all areas of learning which means that they actively develop skills for the future. They enjoy a generally good balance of adult-led and child-initiated activity, both in and out of doors. Personal, social and emotional development is evident through developing friendships and cooperative play. Children enjoy choosing books, listening to stories and speak confidently in front of others. They make marks with pens and recognise their own name labels at snack time. Problem solving, reasoning and numeracy skills are developed as children count confidently during number rhymes. They discuss 'one more' or 'one less' and use mathematical language correctly in their play. Children actively learn about the wider world, making use of multicultural resources such as musical instruments. They positively benefit from sharing information on each other's culture and background. Daily opportunities for activities such as dancing or completing obstacle courses mean that physical development is well promoted. Frequent opportunities for imaginary and role play enhance children's creativity, although opportunities for self-expression are sometimes inhibited when children are not able to see the resources available to them.

Children feel very safe and secure in the setting as they have strong bonds with staff, particularly their key person. They learn to keep themselves safe through well planned activities such as visits from the road-safety officer. They are familiar with emergency procedures as they regularly practise evacuation drills. They adopt healthy lifestyles as they learn to brush their teeth and value exercise. They regularly drink water to keep themselves hydrated and make healthy choices at snack times.

Children behave well as they are clear about the ground rules and respond well to the gentle encouragement of staff. They relish opportunities to take on responsibility, readily volunteering to help with daily tasks, such as handing out cups.

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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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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