

Zion Community Pre-School

Inspection report for early years provision

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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*.

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Description of the setting

Zion Community Pre-school opened in 1970 and operates from one room in the church hall of Frampton Cotterell, a village in South Gloucestershire. Children have access to a secure enclosed outdoor play area. It is open each weekday, during term time only, from 9am to 12pm and on Tuesdays from 12.45pm to 2.45pm for children rising three.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend at any one time. There are currently 29 children from two years to the end of the early years age group on roll, some in part-time places. The pre-school provides funded early years education for three- and four-year-olds. The pre-school has facilities for children with disabilities.

There are five members of staff, all of whom hold early years qualifications to at least level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are independent and most are happy and content in the care of staff. The well-established staff team maintain stability and children's feelings of security. Staff management of children's safety is adequately promoted. Children confidently move around the setting and staff are sufficiently inclusive in their practice. Children's needs relating to the Early Years Foundation Stage framework are adequately met. They make satisfactory progress overall in their learning and development, although children are not sufficiently challenged or stimulated to their full potential. The pre-school system for reflecting on their practice is partially developed which has some impact on learning outcomes for children. There is a sound partnership with parents, some of whom are part of a committee who are keen to implement their vision for the pre-school's future.

What steps need to be taken to improve provision further?

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

- consider the individual needs and interests of children and use this information to help plan a challenging and enjoyable experience in all six areas of learning
- plan individualised learning for each child which enhances their development in order for them to make good progress and fulfil their potential
- ensure staff manage behaviour effectively in order for children to learn how to develop positive relationships
- develop further a regular two-way flow of information between other providers where children attend
- evaluate the service provided taking into account the views of children and

parents.

The effectiveness of leadership and management of the early years provision

Staff are aware of their responsibility to safeguard children by attending training courses which bring them up-to-date with the latest legislation. There is an effective system in place to protect children from people who are not vetted. This includes appropriate checks on their suitability to work with children. A risk assessment is provided in order to check that all areas are safe for children to use.

There is a satisfactory system in place for staff to identify children's abilities and monitor their progress. Planning is centred around observations and assessments. However, there is no link between children's interests, which will not determine the next stage of their learning, nor are their interests used as part of their individual learning plan. As a result, the next steps for children's learning and development are not consistently included when planning activities, so progress is not as quick as it should be. There is a selection of adult-led activities from which children can freely choose. However, these do not offer a stimulating or challenging experience to cover all areas of the early learning goals, nor do the activities give children the opportunity to contribute to their own personal learning.

The pre-school engages with parents who are encouraged to support their children's learning by sharing their interests at home and bringing in items to be part of the children's 'show and tell' time, such as photographs of their parents. Parents receive useful information about the pre-school. This includes regular news letters and the chance to meet with their child's key worker three times a year. The parents who were interviewed say how approachable staff are and how happy the children are in their care. Partnership with other settings that children attend is not developed sufficiently well for shared information to be used as part of their personalised planning.

The pre-school is beginning to evaluate its working practice. However, this is in the early stages and not used in a sufficiently robust way to monitor children's progress in the Early Years Foundation Stage framework, nor take into account the views of children or parents. Equality and diversity is adequately promoted through books and free choice of dressing up clothes. Staff plan the learning environment adequately so that children can self-select resources, such as writing materials, games and puzzles. There are some plans for the future under the guidance of the new committee. This includes the installation of an outside door so that children can have free access from the hall to the outside play area, as well as the provision of Information and Communication Technology (ICT) equipment. These plans will have some impact on outcomes for children's learning opportunities as part of an extension to their play.

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

Children are cared for in a secure environment. They learn what constitutes a healthy lifestyle through daily fresh air and healthy snacks. Children like to choose when to have their morning snack in their 'snack bar'. Small tasks are given to the children such as helping to prepare the fruit snack for the others. This is a social occasion when children can sit in small groups to talk with a staff member and each other. Children have ready access to drinking water, which they can pour independently from jugs when they are thirsty. Each day the children go outside to play in small groups where they gain a variety of skills. They also have the chance to develop their physical skills using large indoor equipment such as tunnels to climb through and balancing beams to walk along. Children are able to independently access the bathroom and are aware of the need to wash their hands before snack time and after using the toilet.

Mostly children are well behaved and play harmoniously, some take turns, share toys and respect each other's feelings. However, staff lack the initiative to consistently implement the behaviour policy in order for all children to learn how to develop positive relationships. Children are helping to keep themselves safe. They take part in emergency evacuation drills which helps them learn to listen to instructions and leave the premises quickly. Children are developing some skills for the future as staff encourage them to be independent. This includes putting on their own coats and aprons and preparing fruit for snack time using appropriate utensils in a safe manner.

Children have some chances to be creative. They enjoy painting and drawing, although the equipment is not always in an acceptable condition for them to be fully successful. Children enjoy dressing up and role play using a plastic work bench and play kitchen equipment. They enjoy working with a staff member in small groups, using their listening skills to play sound lotto. Children like to listen to stories sitting in the book corner and sing nursery rhymes before going home.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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