

Churchill Pre-School

Inspection report for early years provision

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Inspector	Beverly Anne Brimble
Setting address	Memorial Hall, Ladymead Lane, Churchill, Winscombe, Avon, BS25 5NH
Telephone number	07977 878512
Email	
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Churchill Pre-school has been registered since 1968. The pre-school operates from the Memorial Hall, in the village of Churchill, North Somerset. The pre-school has access to the main hall and associated kitchen and toilet facilities; all areas are on the ground floor. All children have access to a small rear garden and the adjacent playing fields. The pre-school is open Monday to Friday during school term times, and sessions are from 9am until 3.15pm. Children attending the pre-school are mainly from the local area and surrounding villages.

The pre-school is registered on the Early Years Register. A maximum of 26 children may attend at any one time. There are currently 48 children on roll, all of whom are in the early years age group. The pre-school is registered to receive government funding for nursery education. The pre-school supports children with special educational needs and/or disabilities.

The pre-school is run by a voluntary parents committee who employ seven members of staff to care for the children. Of these staff, two hold level 4, one holds level 3 and two hold level 2 appropriate early years qualifications, and the leader is currently working towards a level 5 diploma.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm, welcoming and stimulating environment where they are happy, settled and eager to join in activities. Children are making good progress in their learning and have fun as they purposefully play. This is an inclusive pre-school, where each child is recognised as unique and staff ensure that their individual needs are met very well. There are excellent relationships between staff and parents and the welfare of the children is promoted to a high standard. The staff team are motivated and committed to improvement through being reflective practitioners. This means that priorities for development are realistic, successfully identified and acted upon, which improves the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop children's development records, ensuring that they reflect staff's current knowledge of children's skills, abilities and proposed next steps, so children's progress towards the early learning goals can be effectively monitored and supported
- continue to develop partnerships with other settings and carers to support children's development and progress.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded. Staff protect children from harm as they have a good understanding of their role in child protection and are able to put appropriate procedures into practice when necessary. The committee ensures all necessary checks are completed on staff members and clear recruitment and induction procedures are in place. Children's safety and well being is further promoted as regular risk assessments and daily safety checks identify possible hazards and make sure children have the freedom to explore and develop skills within a safe environment. All of the provision's policies and procedures are up-to-date and underpin the good practice carried out by staff. The organisation of the daily routine, areas used, and the toys and resources enable children to become engaged in a wide range of experiences that cover all areas of learning. Staff deployment is effective which ensures that children are fully supported in their play. Equality and diversity is promoted within the setting. Children are equally included in all experiences, and their needs and interests are identified from the moment they join the setting.

Partnership with parents is outstanding. The environment is very warm and welcoming to all children and their families. Staff work closely with parents to ensure children's individual needs are met. Initial information about children's likes, dislikes and interests is requested at the time the children start attending in order to give staff a basis for planning activities that the children will enjoy. Parents are very involved in their children's learning as staff exchange detailed and regular information about their progress and routines. For example, through newsletters, displayed information, daily discussions, access to learning journey records and attendance at parents evenings. Parents are extremely positive in their praise of the pre-school and about the information shared about their children and the setting. Links with other settings that children attend, delivering the Early Years Foundation Stage, are in the process of being developed. However, these are not yet fully established to help contribute further to the continuity of children's care and learning.

The pre-school leader, committee and staff have a clear vision for the provision and demonstrate a strong commitment to further development of the setting and promotion of all outcomes for children. Through daily conversations, staff meetings and reflecting on their daily practice, the staff team recognise their strengths and weaknesses. They work very well as a team, are fully included in the setting's self evaluation process and regularly attend training to ensure their knowledge and skills are kept up-to-date. This helps to maintain effective continuous improvement through the care and education they provide. The pre-school has addressed the recommendations from the previous inspection, which has resulted in improved outcomes for the children and parents.

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

Children are happy and very confident in the pre-school. Staff interact well with the children and they build close and meaningful relationships with the children in their care. They know the children very well and are aware of each child's individual needs, interests, likes and dislikes and use this knowledge to support children and plan interesting challenging activities which follow the children's interests. Children are familiar with the routines of the day, for example, when a member of staff states that it is story time they know to make their way safely to the book area. They are able to develop a sense of belonging as they find their name tag to register themselves on arrival. Different learning areas provide different experiences for children. They move around the environment with ease and confidence showing that they are fully engaged and eager to participate in all that is available to them. Children have very good communication skills, they initiate conversations with each other and staff, they confidently share their own experiences and freely ask questions to extend their knowledge. Children thoroughly enjoy books and sit avidly listening at story time and are quick to ask for another book to be read. They also look at books independently; one child arranges soft toys into a group and 'reads the story' to them holding up a book turning the pages and talking about the pictures retelling a familiar story. Children practice early writing skills as they attempt to write their names on labels for the pots of tomato seeds they have planted, many of them successfully forming several letters in their names. A wide range of resources which enhance children's knowledge and development of number and problem solving are available and opportunities to count are provided within the daily routine. Children learn about their own cultures and beliefs and those of other people, and recognise their differences and similarities through planned activities, resources, books and celebrating festivals from around the world. For example, celebrating Chinese New Year. They enjoy good opportunities to develop their imagination as they play in the well resourced home corner and with small world toys.

Staff have a good understanding of the Early Years Foundation Stage learning and development requirements. They ensure all six areas of learning are thoroughly planned for and attention is given to planning for individual children. Staff also have a very good knowledge and understanding of children's skills and abilities and are able to describe goals for their next steps, offering activities to help children meet these. However, this is not clearly reflected in the recently revised systems that are used for recording children's development. Staff are skilled at planning and leading activities that support and challenge children, enabling them to make good progress in all areas of their learning and development.

Children learn the importance of adopting healthy lifestyles as they have regular opportunities to play in the nearby playing fields or use the garden area, taking part in group games and using toys and equipment that promote physical skills and co-ordination. They are aware of their own needs, asking to go to the toilet and washing their hands at appropriate times throughout the day. Although parents provide their child's packed lunch, the pre-school supplies healthy snacks that take account of children's particular dietary needs. Children absolutely love

helping themselves to water from the water dispenser when they are thirsty. Children behave well and have good manners. They happily share resources and take turns, for example, waiting for a knife to cut up different fruits to look for seeds. Staff are vigilant of children's safety at all times and regular fire drills help children become aware of how to keep themselves safe in an emergency. Children play safely as they listen and respond positively when staff remind them, for example, to walk inside and sit down when eating. The behaviour management strategies used promote children's confidence and self-esteem.

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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