

Corpus Christi Pre-School

Inspection report for early years provision

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Inspector Stephanie Matthews

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Corpus Christi Pre-School is a privately owned group operating from areas within Corpus Christi Primary School, in the Boscombe area of Bournemouth. It is a well-established pre-school, taken over by the new owners in 2007 and is registered on the Early Years Register, and the voluntary and compulsory parts of the Childcare Register. The pre-school have use of two rooms within the school, and have access to toilet facilities and outside play areas. A maximum of 20 children may attend the group at any one time. It has access to facilities for disabled people. There are currently 33 children on roll, all of whom receive funding for nursery education. The setting operates term time only and is open on Monday, Tuesday and Wednesday from 8.45am to 2.45pm and on Thursday and Friday from 8.45.a.m. to 12.45.p.m.

The setting supports children with special educational needs and/or disabilities, and for those who speak English as an additional language. The three owners of the setting work directly with the children, in addition they employ five members of staff. Managers and staff all hold recognised early years qualifications. One has a degree, four have National Vocational Qualifications at level 3 and two have CASHE Level 3. All are qualified in paediatric first aid. The setting receives advice and support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management is particularly effective in providing a good quality of experience for children by using space and resources well. It ensures that children have an outstanding understanding of healthy lifestyles and of our diverse society. It is highly inclusive and is led and managed well with real strengths in its partnerships and links with parents. The setting has a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- ensure that specific information is more readily available and easily accessible
- further develop the process of self-evaluation
- complete the process of providing a covered outdoor play area.

The effectiveness of leadership and management of the early years provision

The setting benefits from good leadership and management. The three owner managers and their staff are experienced and well-qualified. They have a clear focus on continuous review and evaluation leading to improvement. Although space is limited and some facilities are shared with the school, children's needs are

met well. Extra funding has been acquired for a covered area that will enhance the outdoor play area. Resources are well-organised and children have good access to computers and other electronic equipment. The setting provides excellent support for children who speak English as an additional language and for those with special educational needs and/or disabilities. It provides positive role models for children with regard to disability and parents and others are encouraged to bring in a range of resources to enhance understanding of our diverse community.

Safeguarding procedures are followed carefully and are well understood by staff and parents. The arrangements made for the frequent visits to the local park include a really comprehensive risk assessment. However some staffing related information is not sufficiently easy to access. Overall self-evaluation is good because the managers spend a considerable amount of time reviewing and evaluating provision. As yet a formal self-evaluation has not been completed. Partnerships with parents and with the community are outstanding. Parents feel that the "Learning Journey" folders provide them with in-depth information and one parent spoke enthusiastically about the 'home from home' atmosphere and the flexibility of provision. Children visit the local park, library and shops and they have lots of visitors from the community including from a yoga teacher and a local authority expert on recycling. Overall, leadership and management are good with some very strong features. The track record for change and improvement illustrates the good capacity for further improvement.

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

Corpus Christi Pre-School provides well for the children in its care so that they enjoy attending and clearly make good progress in all areas of learning. It caters for children from a wide range of backgrounds and needs and ensures that they feel safe and secure. Parents praise the caring family atmosphere and one said that she was sure that staff would look after her child 'as if he were their own'. Children's awareness of what is meant by healthy life styles is outstanding. The setting has a Healthy Early Years Award and children have an unusually good understanding of healthy eating and the importance of outdoor exercise. They grow fruit and vegetables and enjoy trying a range of foods. They also understand that litter is not only a nuisance but can be dangerous because they have been involved in a very well-planned and safe litter picking activity. This type of activity illustrates the excellent opportunities that they have to contribute to their community. Children are actively involved in recycling and fund raising as well as helping to make snacks and to clear up after activities. Links with the adjacent school are very good and the setting provides a clear record of the activities and progress of the individual child that can be shared with Early Years Foundation Stage teachers. Children have the opportunity to develop the confidence and skills that enable them to progress securely onto their next stage of learning.

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	1
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	1
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	1
The extent to which children make a positive contribution	1
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

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