



## Charterhouse Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	507694
<b>Inspection date</b>	29 November 2005
<b>Inspector</b>	Lynn Morris

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<b>Registered person</b>	Jillian Ann Cooper
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Charterhouse Pre-School opened in 1968 and operates from a church hall in Coventry, West Midlands. A maximum of 26 children may attend at any one time. The pre-school is open four days a week, term time only. All children share access to a fully enclosed outdoor play area.

There are currently 34 children from 2 years to 4 years on roll. Of these 13 children receive funding for nursery education. Children come from mainly the local

community. The pre-school currently supports a number of children with special educational needs.

The pre-school employs six staff. Five of whom, including the leader hold appropriate early years qualifications and two staff are working towards further qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health within the setting is supported very well and children benefit from good hygiene practices with regard to hand washing. They wash their hands after messy play, after using the toilet and before having snacks. They learn the importance of keeping their hands clean by using liquid and foam soap dispensers and drying their hands on paper towels, which reduces the risk of cross infection. They see staff cleaning the tables after play and after their snacks. Their well-being is supported because all staff members are trained in first aid and properly stocked first aid boxes are available in the room.

Children learn about healthy eating. They have snacks of fruit and vegetables with a drink of milk during the session. Children are encouraged to try a wide range of fruit and vegetables. They learn about the feel of the skin or peel, they taste and smell them and help to peel, skin and cut up the pieces developing their independence skills. Bottles of water are available on a tray throughout the session and children learn to pour themselves a drink. Children sit in social groups with an adult and enjoy conversations during snack time.

Children use a very good range of physical equipment at the setting and during weekly visits to use the local school's equipment, which helps to keep them healthy. They use large climbing equipment, benches and jumping equipment. They balance, slide, jump and climb and learn how to queue and take turns. They know how high they can climb and use equipment with enthusiasm and less able children are supported and encouraged by staff. They develop increasing confidence using apparatus as the session progresses. Children have numerous opportunities during a week to use wheeled toys, dance and take part in ring games and for example, use a parachute. They develop confidence, growing control and co-ordination.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in clean, safe and healthy premises with a good range of equipment to meet their needs and keep them safe. They are closely supervised and cannot leave the premises without an adult. Secure procedures, for example when parents are arriving and collecting children are effective to keep children safe and ensure they cannot leave unnoticed.

Children play in areas where risks to children have been identified and addressed

and good procedures for daily safety checks ensure that play areas and the garden are safe and secure before children arrive. For example, plug sockets are covered and children cannot access chemicals or cleaning materials. Children learn how to keep themselves safe. They are reminded that it is dangerous to run around inside the building. They learn how to use apparatus safely during their weekly visits to school and know that they must walk on the inside of staff members when walking next to the road. The risk of accidents to children is minimised by the layout of the room.

Children's safety and well-being is considered by having a written fire procedure displayed on the wall and children practise emergency evacuations at least twice a term. They know what the bell means and that they have to line up and leave the premises. They are protected from risk of harm or abuse by the setting's child protection policies and staff's secure knowledge of local child protection procedures.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy, confident and enthusiastic in the welcoming environment created by staff. They become independent as they confidently choose where they want to play and select toys and activities from a good range of resources. They thrive and develop because staff provide well balanced routines throughout the session, which helps them feel secure. They settle quickly into the group and separate confidently from their carers.

Children make secure relationships with familiar adults and each other. They initiate conversations and make up their own games and play. They are supported to try new activities and have a wide range of interesting experiences during a typical week. They have strong links with the local community and school and attend regular sessions of physical play and school assemblies. Children's curriculum plans for visits to places where children can get close to wildlife and animals. For example, they visit the Zoo, Brandon Marsh and have visits from Zoo Lab, an interactive session where children touch insects and animals.

### **Nursery Education**

The quality of teaching and learning is good. Children make good progress in all six areas of learning. Staff have a secure knowledge of the Foundation Stage of learning and plan an effective curriculum to progress children along the stepping stones towards the early learning goals. Observations and assessments for children are effective and enable staff to plan for individual learning for all children.

Children confidently engage in a wide range of planned and spontaneous activities. They make relationships easily and demonstrate increasing independence skills. For example, most children can take off and put on their coats, shoes and socks. They pour drinks and independently use the toilet. Younger and less able children are supported well by staff. Children use a large vocabulary base to communicate, which is skilfully extended by staff asking open-ended questions to make children think and

develop their recall processes. Children see their names and recognise letters and words through looking at books and during snack time. Children count well and use numbers during every day situations and play. They are beginning to show an interest in shapes and can identify objects they could make using shapes. They learn about positional language, for example when they line up they use words such as 'behind' and 'in front'.

Children learn about the outside world and their community in a very positive way. They have strong links with the local community and go on regular walks around the area. Children show interest and delight when they see something new. For example, they were animated when mixing colours and watching the changes take place. Staff facilitate changing needs well, for example when children found snails they spontaneously changed the activity to develop the children's interest and extend their learning. However, children have limited access to information technology, which is generally available only one session a week. Funded children not attending this session would miss the opportunity to gain skills using the computer.

Children's creativity is developed well. They use their imagination and make up their own games. They develop role play situations using their own experiences. They have numerous opportunities to paint, draw and create pictures. Staff organise a good balance of staff led, staff supported and child initiated play and ensure that all children are appropriately challenged and learn at their own pace.

### **Helping children make a positive contribution**

The provision is good.

Children are treated with respect and their individual needs are known and supported well by staff. They attend from a variety of different backgrounds. Children choose from a range of good resources, books and toys, which support their needs and promote positive images. This positive approach fosters children's spiritual, moral, social and cultural development well. Children take part in a wide range of cultural festivals. For example, they cook, dress up and making artefacts associated with the festival. They taste different foods and have been shown by one of the mums how to wear a Sari during Diwali celebrations. As a result children learn to appreciate and value each others' similarities and differences. Children with special needs are valued and supported well. Staff work closely with parents and other professionals to ensure that appropriate care is given. Children benefit from staff knowledge gained attending a wide variety of special needs courses designed to meet the needs of individual children.

Children learn the rules of behaving well. Effective procedures help children know when staff want them to listen. Children learn 'rules', which are meaningful to them. For example, displayed 'rules' say 'we do not run around', 'we do not push' and they are reinforced by staff as unacceptable behaviour occurs. Children can explain why they should not run around and why their actions are dangerous. Children learn to share and take turns. They are praised constantly for their achievements and are encouraged to be kind and have respect for each other.

Partnership with parents and carers is good. Children's daily information is shared

with parents at the end of the session and informative boards keep parents up-to-date about current events. Parents have regular opportunities to meet with their children's key worker and they receive written assessments and reports of their child's progress. They can be involved in their child's learning and are encouraged to complete tasks at home with their child linked to themes and topics. They receive information about the setting's policies and procedures and frequent newsletters and information leaflets.

## **Organisation**

The organisation is good.

Children are cared for in a clean, welcoming and stimulating environment, where space is organised to enable children to experience a wide range of play activities. They are cared for by qualified staff who demonstrate a high commitment to training to enhance their skill and knowledge base. Children, especially those with special needs, benefit as a direct result of training courses attended.

Leadership and management of the setting is good. Staff work as a cohesive team and the key worker system works well to support children and parents. Regular discussions by staff monitor and evaluate the setting's practice and they are able to recognise their strengths and weaknesses. Regular reviews and changes to practice develop the service provided for children.

Children's care is enhanced by staff's good organisational skills. Attention to health, safety and for example good staffing ratios keeps children safe and secure at the setting. All documentation is kept to a good standard. Children's welfare, care and learning takes priority and is supported well by staff's implementation of the setting's policies and procedures. However, procedures for obtaining off site consent from parents are not fully completed on all occasions. Overall the quality of the provision meets the needs of the children who attend very well.

## **Improvements since the last inspection**

At the last inspection staff were asked to ensure that the registration system details times of arrival and departure of staff and children. A system to record times of arrival and departure is in place and staff are currently reviewing the system to make it more efficient and effective to keep children safe.

Staff were also asked to review the equal opportunity policy to ensure that it reflects all groups who may be discriminated against. The policy has been reviewed, is shared with parents and reflects accurately all groups of children.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they

can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that consent has been obtained for all off site visits.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop resources for children to have regular experiences using information technology

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