



## Calvary Pre School

Inspection report for early years provision

<b>Unique Reference Number</b>	253896
<b>Inspection date</b>	14 November 2005
<b>Inspector</b>	Jackie Nation
<b>Setting Address</b>	Stallings Lane, Kingswinford, West Midlands, DY6 7HS
<b>Telephone number</b>	01384 401 228
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<b>Registered person</b>	Calvary Church Group
<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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Calvary Pre School opened in 1992. It operates from a church hall in the Kingswinford area of Dudley. A maximum of 24 children may attend the pre school at any one time. The pre school is open each weekday from 09:15 until 11:45, during school term times. The pre school serves the local and surrounding areas.

There are currently 35 children aged from 2 to under 5 years on roll. Of these 12 children receive funding for nursery education. The pre school supports children with special educational needs and children who speak English as an additional language.

Four staff work with the children. All staff hold early years qualifications to level 2 or 3. The setting receives support from the Early Years Advisor and from the Dudley local authority early years service.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children develop an understanding about good hygiene practices through well-established routines. They wash their hands after messy play, after using the toilet and before snack time. This helps them to effectively understand the need to practise good routines of personal hygiene. Children play and are cared for in an inviting and clean environment.

Children's health care needs are supported appropriately with detailed policies and procedures which work in practice, for example, if they require medication, have an accident or become unwell. Good arrangements are in place to minimise any risk of cross infection, staff clean tables before use and posters displayed in the playroom encourage children to think about 'covering their cough' and 'catching their sneeze'.

Children are well nourished. They are able to help themselves to drinking water throughout the session and enjoy healthy snacks such as fresh fruit and vegetables at snack time. Snack times are a sociable occasion as children choose their snack from a café style system. They sit with their friends and chat when they choose to take a break from their play. Children's individual dietary needs are well met as these are discussed with parents and information about cultural and individual needs are recorded.

Daily routines and activities ensure a good balance of energetic play and opportunities for children to enjoy quiet activities such as listening to stories. Children enjoy physical exercise and develop a positive approach to this through regular opportunities for indoor physical activity. Children start the session with a warm-up exercise, that helps develop their co-ordination, balance and confidence. Children have a good awareness of space and they competently use a wide range of small and large equipment, for example, scissors, paints brushes, play dough cutters, slides, rockers and bikes.

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

The provision is good.

Children are safe and secure in this well maintained environment which is effectively organised to enable them to move around freely. They have access to a wide variety of toys and equipment which are in good condition, provide a good level of challenge and are appropriate to the children's age and stage of development.

Staff give good priority to identifying hazards and reducing risks of injury to children. This is because staff have a good awareness of health and safety issues. Children benefit from a good range of safety measures, for example, the playroom door is locked when the session is in progress, access to the premises is monitored by staff who check identification and record details of visitors to the setting. Staff are deployed effectively, which means the children are supervised well, for example, during physical activities and when they leave the playroom to go to the bathroom. Children are developing a good understanding about safety in the setting,

through good staff explanations, for example, discussions about emergency evacuation and using equipment safely.

Children's welfare is safeguarded because staff have a very good understanding of child protection. Staff have attended training and understand the procedures to follow with any concerns. The child protection policy is shared with parents.

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

The provision is good.

Children enjoy their time in pre school, they show eagerness and enthusiasm within their play. Those who are new to the setting are helped to settle by staff who are sensitive towards their individual needs. Children respond well to the staff's gentle responses, smiles and praise during play.

Children's independence is promoted through a variety of opportunities and they move around freely accessing toys and play equipment. Staff have a good understanding of the range of experiences which enable children to make progress in all areas of learning and play. Children are fully involved in a wide range of enjoyable activities, which develop their mathematical thinking, imagination, language and creative development, for example, role play, construction, singing, arts and crafts.

All children benefit from warm relationships with staff who are interested in what they say and do and give them lots of praise and encouragement. This enhances children's confidence and self-esteem. Staff respond promptly and with genuine interest to children's questions and conversations about their homes and families. This helps children feel valued and appreciated. Children play well together, they are learning to share and have respect for each others feelings.

### **Nursery Education:**

The quality of teaching and learning is satisfactory. Staff are developing their knowledge of the delivery of the foundation stage and training is being arranged to develop this further. A worthwhile range of activities and experiences are planned to cover all areas of children's learning. Staff are aware of the areas for further development in their educational programme. For example, to develop the planning to ensure all areas of learning are explored and clearly link to the stepping stones and to develop the use of effective assessments to demonstrate progress for individual children. This will ensure that children's differing abilities are taken into account and inform the next steps in planning. The setting are working with the early years advisors to address the areas for further development.

Most children are self-assured in their play and confident to try new experiences. The setting has a key worker system in place which ensures all children's individual needs are met and that children move along at a pace suitable to them. Staff manage children's behaviour well by creating an environment that sets, explains and maintains clear and consistent limits.

Staff with responsibility for special needs have a sound knowledge of the procedures and have developed good relationships with parents and other professionals. This ensures children with

special needs are included in all aspects of play and make good progress. Good consideration has been given to sources of support for children with English as an additional language.

Children are interested and motivated to learn, speaking confidently in groups and individual situations. Children are extremely imaginative, they make up their own games, enjoy dressing up and taking on varied roles and different characters, for example, as 'fire fighters', a child takes on the role of leader and gives clear instructions to the other children, 'you go over there, OK' and 'the fire's at the other end'. Children join in with great enthusiasm using 'walkie talkies' to communicate to each other and 'hose pipes' to put out the fire!

Children are encouraged to show an interest in numbers and are supported in developing the skills needed for counting. Staff use a good range of resources, games and everyday activities to develop children's mathematical skills. Younger children are helped to say numbers in the correct order and recognise the number of objects in a small group. Older children count reliably up to ten and some beyond.

Children show independence by self-selecting resources and initiating their own play. Children communicate effectively, they say 'please' and 'thank-you' and they are keen to share experiences. They are sociable and readily engage their peers, staff and visitors in conversation. Good friendships are developing and children play well together. The room is well organised and resources are attractively set out to promote independence and stimulate interest in learning.

Children's communication skills are developing well as staff extend their vocabulary effectively and further children's thinking. During their play children begin to use language to describe and compare shape, position, size and quantity. Children enjoy free painting and using a variety of media for craft work and displays. They enjoy books, accessing them independently and listening to stories. Good emphasis is placed on developing children's communication, language and literacy skills. For example, by linking sounds to letters and by being able to recognise and write their names.

Children are beginning to develop their understanding of the wider world. They listen to music from around the world and talk about the weather with knowledge and confidence. Children are beginning to explore objects using a magnifying glass, are interested in how things work and learn how to operate a variety of equipment. They enjoy using all their senses to explore a wide range of different materials for example, sand and dough, and through tasting, smelling and feeling activities. Children are involved in discussions and activities about special events in their own lives, their families and gain an awareness of beliefs and cultures outside their immediate experience.

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

The provision is good.

Children are valued and respected as individuals. All children are welcomed into the group and staff know the children well. They are aware of their individual needs and preferences and this helps children feel secure and settled. Children develop a positive attitude to others and an understanding about the wider world and community. Staff plan a range of activities and use

resources to increase children's awareness of diversity and they explore a variety of festivals and celebrations. This positive approach fosters children's spiritual, moral, social and cultural development well.

Children behave well and are beginning to understand right and wrong through consistent boundaries and age appropriate methods used by staff. For example, staff talk calmly to children, give gentle reminders and suitable explanations. Staff encourage children to play alongside each other and share both space and toys. Children are given lots of praise and encouragement and are rewarded in their achievement, for example by using stickers. Children respond positively to this and this helps develop children's self-esteem and confidence. A written statement on behaviour management is shared with parents and significant incidents are recorded. However, the policy document does not include a reference to bullying as unacceptable behaviour.

Partnership with parents and carers is good. Sensitive settling in arrangements and a key worker system helps children, parents and staff get to know each other. Children benefit from effective information sharing with parents. Parents are warmly welcomed by staff to speak with them at any time should they be concerned about any aspect of their child's care or learning. Parents are aware of the current topic and this helps parents to become involved in their child's learning. Parents receive helpful information about the provision, the aims of the setting, information about the policies and procedures and the Foundation Stage guidance.

## **Organisation**

The organisation is good.

Children are cared for in a well organised environment. Indoor space is laid out to maximise play opportunities for children. Staff are clear about their roles and responsibilities, they are enthusiastic and friendly. All staff are appropriately vetted and qualification levels are fully met. A clear understanding of the ratios ensures children receive a good level of support. Children benefit from well deployed staff, who consistently interact with them and give children good support, care and encouragement. This helps children feel secure and confident and promotes their well-being and development.

The leadership and management of the nursery education is satisfactory. They are clear about their aims and objectives and all staff are fully committed to improve the quality of care and education for all children. They continue to further their knowledge and expertise through training, working with other settings, sharing ideas and developing good practice. Children's care is enhanced through efficient and effective organisation. Staff implement policies and have efficient recording procedures in place which protect children's health and well-being. Policy documents are reviewed and updated and staff and parents are made aware of any changes. Overall, the good quality of the provision means that the pre school meets the needs of the range of children who attend well.

## **Improvements since the last inspection**

At the last inspection, the setting was asked to develop staff knowledge and understanding of child protection, special educational needs, equal opportunities and behaviour management. They were also asked to ensure resources and activities are planned to help children make

progress in all areas of development including those involving large muscle skills, to ensure fresh drinking water is freely available and that snacks are healthy and nutritious. Recommendations were also made regarding documentation, to ensure accident records contain sufficient information, maintain confidentiality and to ensure the daily record of attendance reflects times of arrival and departure for all staff and children.

These have all been satisfactorily addressed. All staff have developed their knowledge and understanding of child protection by attending training. This ensures children are well protected. Various festivals and celebrations are now included in planning documents. Staff conduct their own research to obtain information about different festivals and a range of positive images resources have been obtained. This ensures children develop a positive view of the wider world. Children are able to access fresh drinking water and choose their own snack from a range of healthy options. This ensures children's health is promoted. They access a good range of toys and activities which promote their play and learning in all areas of development. There are good opportunities for children to be physically active. All documentation is confidentially maintained and accident records detail the required level of information. Accurate attendance records are in place for children, staff and visitors. The behaviour management policy has been reviewed, however, it does not include a reference to bullying as unacceptable behaviour. This continues to be a recommendation following this inspection. All staff however, have a clear understanding of how to promote good behaviour and children behave well. They are beginning to understand right and wrong through consistent boundaries and age appropriate methods used by staff. Staff with responsibility for special needs have a sound knowledge of the procedures and have developed good relationships with parents and other professionals. This ensures children with special needs are included in all aspects of play and make good progress.

### **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 satisfactory.

### **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 the behaviour management policy includes a reference to bullying as unacceptable behaviour.

### **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 planning to ensure all areas of learning are explored and clearly link to the stepping stones
- develop and extend staff knowledge of the Foundation Stage Curriculum Guidance
- develop use of effective assessments to demonstrate the progress for individual children ensuring that they clearly reflect children's differing abilities and inform the next steps in planning.

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