



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 227269

DfES Number: 584773

INSPECTION DETAILS

Inspection Date 02/02/2005
Inspector Name Bernadina Laverty

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Christchurch Pre-School
Setting Address Quinton Church Parish Hall
Hagley Road West
Birmingham
West Midlands
B32 1AJ

REGISTERED PROVIDER DETAILS

Name The Committee of Christchurch Pre-School Committee

ORGANISATION DETAILS

Name Christchurch Pre-School Committee
Address Quinto Church Parish Hall
Hagley Road West
Birmingham
West Midlands
B32 1AJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Christchurch Pre-School opened in 1987. It operates from premises belonging to Christchurch Parish Church within the Quinton area of Birmingham. It has the use of a large hall, small room for quiet activities, stage area, and kitchen and toilet facilities. The Pre-school serves the local area.

There are currently 34 children from 2 years 6 months to 5 years on roll. This includes 31 funded 3 and 4 year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs, and who speak English as an additional language.

The group opens 5 days a week during school term times. The sessions operate on a Monday, Wednesday & Friday 09.00 - 12.00 and Tuesday & Thursday 09.00 - 15.15, term time only.

Six staff work with the children. Over half the staff have early years qualifications to NVQ level two and three. The setting receives support from a support teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Christchurch Pre-school provides satisfactory quality childcare.

Staff provide an environment where children are happy and settled. The motivated staff team work together to meet the needs of all children, however the deputy does not have a level 3 early years qualification.

Children's individual needs are met as staff know the children well. A variety of activities and play opportunities are provided. There are a range of resources to support children's play including toys, books and puzzles reflecting positive images of race, culture, gender and disability. Children's behaviour is managed well. Individual dietary needs are catered for and children bring a packed lunch, however they do not have access to drinking water throughout the day.

Most policies and procedures are in place ensuring that the setting is organised and safe, however some aspects of health and safety documentation lack detail including; the risk assessment which is not regularly updated, accident recording includes some entries in pencil, fire drills are not carried infrequently and there is no written policy if a child is lost. Positive steps are taken to prevent the spread of infection and children's good health promoted. However the system for recording medication and obtaining parental signatures is insufficient. Child protection procedures reflect the local Area Child Protection Committee Procedures, although the reporting procedures are not clear in the induction pack for new staff.

Staff work in partnership with parents to meet the needs of children. Parents receive letters and displays provide information about the provision.

What has improved since the last inspection?

At the last inspection the group agreed to make the hallway safe, ensure the building is clean and well maintained and to update the child protection procedures.

The hallway and access to the toilets is now clear and safe. The building is due to be refurbished this year, which will address any maintenance difficulties. The group have updated the child protection procedures in accordance with the Area Child Protection Committee procedures (ACPC).

What is being done well?

- Staff provide an environment, which is warm, friendly, and welcoming ensuring that children are happy and settled.
- Arrangements for registration of children is well organised and detailed.
- Space is organised to meet requirements and used effectively and creatively. Children are interested in the resources and play with what is available.
- Children's behaviour is good and they are aware of the boundaries set by staff. They receive praise and encouragement for good behaviour.

What needs to be improved?

- the qualification of the deputy
- the policy if a child is lost
- the induction procedures regarding child protection
- the procedures to assess risks
- the frequency of fire drills
- the recording of accidents
- the medication procedures for obtaining parental signatures

- the access to drinking water for children.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
14	Ensure medication and accident records contain all relevant details and are signed by parents to acknowledge the entry.	02/02/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure there are written procedures if a child becomes lost
2	Develop and implement an action plan that sets out how the deputy will achieve a level 3 qualification.
2	Ensure induction training includes child protection reporting procedures.
6	Regularly update risk assessments of the premises identifying actions to be taken to minimize identified risks and re-assess the frequency that fire drills are carried out.
8	Ensure fresh drinking water is available to children at all times.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Christchurch Pre-school provides generally good nursery education. Children are making very good progress in most of the areas of learning, in communication, language and literacy children are making generally good progress.

The quality of teaching is generally good, staff greet children warmly on arrival and treat them with respect. Staff have an acceptable knowledge of the foundation stage curriculum and plan interesting and imaginative activities. They give clear explanations and use questioning to extend children's knowledge, understanding and vocabulary. Good teaching methods are used to stimulate children and the quality of staff interactions enhances children's learning, staff do not always maximise learning opportunities during story sessions. Planning reflects the stepping-stones and children's assessments are measured against the early learning goals. However not all staff participate in the formal planning or evaluation of the programme. Staff assess children's progress through incidental observations, this tends to be infrequent and assessments do not yet inform the planning.

The leadership and management of the setting is generally good. The group have experienced a difficult time with staffing, this had an impact on the quality of teaching. This has now been rectified and the well-established manager now has a consistent, motivated staff team. The team are committed to developing practice through further training. Advice from the support teacher from early years is used to enhance practice. The accommodation is used effectively and children have access to good quality resources.

Partnership with parents is very good, arrangements for new children settling in are flexible and give time for parents to discuss children's circumstances, interests and needs. Parents are welcome to help out during sessions and the group operates an open door policy.

What is being done well?

- The motivated, staff team, are good role models and create an effective learning environment where children are encouraged to try new experiences and develop independence.
- Children are confident and eager to learn. They play well both in group situations and independently and warm relationships are fostered with staff.
- Self-registration system for children is organised and works well.
- Children have access to a computer and other technological resources and use them confidently. They play imaginatively in the role-play and construction areas, taking on and developing a variety of roles and ideas.
- Staff make parents feel welcome, they show an understanding of the

children's home and family circumstances.

What needs to be improved?

- staff knowledge of the early learning goals so that they can contribute to the overall planning of the educational programme
- the use of planning and incidental observations of children's progress to ensure information gained is used to help staff plan for the next steps of learning
- the teaching opportunities for helping children to recognise rhythm in stories that rhyme and the elements of a story such as, how text works, illustrations, use appropriate language such as front, cover author and page.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The group were asked to ensure all the early learning goals are accounted for effectively in the planning of the educational programme. Plans should make clear what children of different abilities are intended to learn from the activities provided, particularly in communication, language and literacy and mathematics. Introduce fully the new system for recording the assessment of children's progress and attainment. Use the information gained when planning activities to meet individual children's learning needs.

Staff have introduced a new system of planning and assessment that covers all of the early learning goals and details the learning outcomes. However the overall planning of the programme is not completed as a team effort and incidental observations of children's progress are infrequent and do not help to plan the next steps of learning for all children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and articulate in asking questions. They work well in groups, independently and link up with adults to join in their play. They are able to take turns and share equipment. Behaviour is very good, children are independent they are able to organise their own resources and tidy up very efficiently. They show pride in their achievements when drawing animals from Kenya.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children initiate conversations between each other and adults, they use language in imaginative play, talking about dinosaurs and Boa constrictors. The Self-registration system works well, helping children with name recognition. Their reading and writing skills are developing, children know information can be retrieved from books. They listen to stories with attention although, they do not always recognise rhythm or rhyme in stories or the elements of a story such as title or author.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show confidence with numbers, they can count backwards and recognise numbers out of sequence. They understand mathematical language such as, "in front", "behind", "underneath" and use it in their daily routine and play. They look for shapes in the environment, pointing out squares on drain covers! They count and record numbers on charts, showing how many vehicles they observed in a traffic survey. They compare groups of bears and continue simple sequencing patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the world around them through interesting topics such as Kenya, mini beasts and life cycle of tadpoles. They have frequent opportunities to record their observations and look closely at similarities and differences. They are interested in the natural world and make masks depicting safari animals. They are competent in operating simple technology equipment such as computers, telephones and an electronic globe. Children talk about their families and have a sense of time.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children climb and balance well using imagination. They pretend to be safari animals and stretch, slither and jump. They develop good spatial awareness, negotiating their way around the premises with skill and confidence. Their fine co-ordination skills are developed effectively through using malleable materials, scissors and writing materials. They show an awareness of healthy practices; they know they cannot eat ice cream that has been on the floor because of germs!

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children can paint, draw and make constructions that reflect their own ideas; they draw pictures of safari animals in detail. They are interested in music and enjoy making and using percussion instruments such as African shakers. They understand the language of music. They sing with enthusiasm and employ different tempos and volumes in their songs and music making. Children play co-operatively as part of a group in the "Travel Agents" role-play area.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve staff knowledge and understanding of the early learning goals so that they can contribute to the overall planning of the educational programme
- evaluate planning and incidental observations of children's progress to ensure information gained is used to help staff plan for the next steps of learning for all children
- provide more opportunities for children to recognise rhythm in stories that rhyme, and the elements of a story such as, how text works, illustrations, use appropriate language such as front, cover author and page.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.