



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253126

DfES Number: 523075

INSPECTION DETAILS

Inspection Date	23/06/2004
Inspector Name	Diana Pidgeon

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Christchurch Hall Pre-School
Setting Address	Christchurch Hall Lime Grove Avenue Beeston Notts NG9 4AR

REGISTERED PROVIDER DETAILS

Name	The Committee of Christchurch Hall Pre-School
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ORGANISATION DETAILS

Name	Christchurch Hall Pre-School
Address	Christchurch Hall Lime Grove Avenue, Beeston Nottingham Nottinghamshire NG9 4AR

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 Hall Pre-School opened in 1967. It is managed by a voluntary committee of parents who are elected annually. The pre-school operates from two rooms in a community hall in Chilwell, on the outskirts of Nottingham. There is a safely enclosed area available for outside play. Children attend mainly from the local urban area.

There are currently 68 children from 2 years to 4 years on roll. This includes 26 funded 3-year-olds and 16 funded 4-year-olds. Children attend for a variety of sessions. The pre-school currently supports five children with special educational needs. All children speak English as their first language.

The pre-school opens 09:00 to 11:30 Monday, Tuesday, Wednesday and Friday, and 12:45 to 15:15 Monday to Friday, during school term time only. There are nine part-time staff who work with the children. Two staff hold appropriate childcare qualifications and further staff are attending training, in line with their training action plan. The pre-school receive the support of a teacher from the Nottinghamshire Early Years Development and Childcare Partnership and are members of the Pre-School Learning Alliance.

How good is the Day Care?

Christchurch Hall Pre-School provides good quality care for children. The environment is attractive and offers a wealth of interesting activities that children can freely access. High levels of staffing help children to feel secure and provide them with individual or small group attention.

Most aspects of safety within the pre-school ensure risks to children are minimised. Staff closely supervise the children and demonstrate a secure understanding of the child protection procedures. Children's good health is generally well promoted, and suitable steps are taken when children have minor accidents or require medication. Snacks are offered to the children during the session and encourage them to develop independence and to consider healthy eating.

Activities offer children opportunities to enhance all areas of their development. Sessions are based around free-play, with some small group activities to help children learn to co-operate and share. All children are included and many topics and toys help children appreciate the wider community. Staff successfully promote children's good behaviour through sensitive interaction and guidance.

Parents receive clear information about the pre-school and have daily opportunities to exchange information verbally with staff. Parents have a variety of ways in which they can take an active role in the group and they are encouraged to stay to settle children. A clear operational plan supports the smooth running of the pre-school and all the required policies, procedures and documentation are held.

What has improved since the last inspection?

At the last inspection the pre-school was asked to address a number of actions. They have completed all of these satisfactorily.

A staff training plan was implemented and has addressed the requirement that the supervisor achieves a suitable qualification within a given timescale. This has also been extended to account for changes in staff and to ensure that at least half of all staff hold recognised childcare qualifications. This is due to be achieved by the end of the year. Staff's commitment to training has increased their knowledge and is having a positive impact on children's development and learning.

Staff's awareness of safe food preparation has been improved through key staff attending appropriate training and sharing good practice with all other staff. Some issues around hand washing remain and are carried forward to improve health and hygiene for children.

Staff's knowledge of the behaviour management policy and procedures is now good, with all new staff being clear and working consistently. This has been effectively addressed through the induction process and at regular staff meetings. Children's behaviour is now fostered appropriately by all staff, ensuring that the children receive consistent messages.

Hazardous plants have been removed from the outdoor area and this is now completely redesigned to provide safe and secure outdoor play for the children.

What is being done well?

- Staff plan a broad range of interesting activities, which enable children to learn through their play. Children handle many materials such as dough, paint and sand, which encourage them to experiment and explore. Topic work and staff interaction extends children's vocabulary and knowledge.
- Effective steps are taken to ensure all children are included and their needs met within the pre-school. Activities are carefully planned to ensure all children have equal access and additional support is offered as needed.
- Staff manage children's behaviour sensitively and skilfully. They ensure that a

consistent approach is maintained so that children understand what is expected of them, such as sitting still at group times and helping to tidy away toys. Children's achievements, both in the pre-school and outside, are celebrated.

- Effective use of the good range of resources ensures children are challenged and interested each session. Staff make good use of the space within the room to create different role-play areas and present activities in new and varied ways. This results in children being interested and inspired. They move enthusiastically between the activities, able to choose and reach any of the materials or tools they require.

What needs to be improved?

- children's health and safety in relation to the seating position of the children relative to the computer screen
- hygiene practices in relation to children effectively washing their hands before snack time.

Outcome of the inspection

Good

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

Std	Recommendation
6	Improve health and safety in relation to children's use of the computer
7	Ensure good hygiene practices are in place regarding hand washing

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

How effective is the nursery education?

Christchurch Hall Pre-School offers good quality nursery education in a happy, stimulating environment where children learn through play. Children make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff work well as a team. They are highly motivated and deploy themselves and organise activities effectively. Staff form good relationships with the children and help them to behave well and co-operate with others. Children with special educational needs are given clear time and attention to enable them to fully participate in activities. Plans are effective and provide a balanced, interesting curriculum that supports children's learning in all areas. Organisation of sessions allows older children to be appropriately challenged, and some experienced staff make the most of all opportunities to extend children's learning. Assessment systems are not completely effective in identifying what children can do and planning their next steps in learning.

Leadership and management are generally good. The supervisor provides clear direction and motivates the relatively new staff team. The committee show a good understanding of their roles and responsibilities and are fully supportive of the staff. The pre-school is committed to improvement although limited monitoring and evaluation is in place. Staff access regular training.

The partnership with parents is generally good. Parents receive good quality written information about the pre-school through booklets, newsletters and notices. Many parents take an active interest in the group and help regularly on rota, for special events or serve on the committee. Parents value the verbal contact they have with staff each session, which keeps them informed of their child's achievements. However some parents do not feel informed in detail about their child's progress.

What is being done well?

- Children are motivated and eager to learn. Staff show them that they are valued and successfully build their confidence and self-esteem by praising and encouraging their efforts, giving them responsibility and the opportunity to make decisions.
- Effective strategies enable children with identified needs to make good progress. Staff work closely with parents and other professionals to provide the best learning opportunities for individual children.
- Children learn through a well-planned variety of practical activities. They handle a wide range of materials, which encourage them to investigate and explore. Staff help children to acquire new skills, such as using scissors, and give them plenty of time to practise and develop these.

What needs to be improved?
<ul style="list-style-type: none">● the use of assessment to plan for children's next steps in learning● opportunities for parents to access information about their child's progress.

What has improved since the last inspection?
<p>There has been generally good progress since the last inspection. Staff have increased their knowledge of the Special Educational Needs Code of Practice, through attending relevant training. A designated member of staff now takes responsibility for this area of work and she has established suitable systems to support individual children. There are now effective systems in place to support children with special educational needs.</p> <p>The organisation of large group activities has been reviewed and routines changed to allow children better opportunities to listen effectively. This is mainly successful and older children sit attentively and are beginning to take turns to speak and listen to others.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are generally confident and happy. They make choices when deciding what they want to do and are interested in the activities. Older children sometimes concentrate well. Children understand the routines of the pre-school and help to tidy away. They are learning to play co-operatively and build good relationships with others. Behaviour is generally good and children share and take turns.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Most children communicate clearly and take account of others ideas. Older children sit and listen attentively at story time and in group discussions. All children make marks in play and older children write purposefully, many writing their names clearly. All children show a love of books and handle them carefully. Older children begin to recognise their names and simple words, although there are less opportunities for younger children to do this. Older children begin to link sounds and letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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All children recognise and use number names. Older children begin to solve simple problems. Younger children count the number of scoops of sand needed to fill a container and compare the size and weight. Most children extend their vocabulary and understanding through practical maths experiences, such as matching games, Russian dolls, and large shape floor tiles. Children work in two and three dimensions.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children explore a variety of materials, such as sand, dough, simple circuits and living things. They are beginning to predict outcomes and observe change closely. All children develop a sense of time, place and culture through topics that encourage them to appreciate the wider world and their place in it. Most children use the computer with adult support and build with a range of commercial and recycled materials.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are set physical challenges each session. However, these are not always extended for the most able children. Most children use the climbing frame competently, balance and ride wheeled toys with enjoyment. Adult-led movement sessions help children gain awareness of space and notice the effect of exercise on their bodies. Time is given to allow children to develop skills with bats, balls and hoops. Children use tools such as scissors, brushes and knives with increasing control.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children enjoy music sessions. They move fast or slow in time with the music and twirl their ribbons as they dance. They sometimes sing songs and rhymes. Children use a variety of media to explore creatively, both in two and three dimensions. They paint from their imagination and in response to what they see, for example the fruit on the table. Some children play imaginatively in the home corner.	
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

- continue to develop the assessment system so that it can be used effectively to plan for children's next steps in learning
- provide more opportunities for parents to access information about their child's progress.

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.