



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101464

DfES Number: 518663

INSPECTION DETAILS

Inspection Date	14/01/2004
Inspector Name	Hilary Elizabeth Tierney

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Christ Church Pre-School Playgroup
Setting Address	Church Hall Malvern Road Cheltenham Gloucestershire

REGISTERED PROVIDER DETAILS

Name	The Committee of Christchurch Pre-School Playgroup (Church Hall)
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ORGANISATION DETAILS

Name	Christchurch Pre-School Playgroup (Church Hall)
Address	2 Old Reddings Close The Reddings Cheltenham Gloucestershire GL51 6SD

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 Playgroup is situated in the church hall alongside Christchurch Church, in a residential area of Cheltenham and is within walking distance of the town centre. The group use two halls within the building, one is used for general play and the other is used for large physical play. There are toilets adjacent to the play room. There is an enclosed outside area. The group is open during school terms on Monday to Thursday from 09.00 until 11.45 and on Thursday afternoon from 13.00 until 15.30. On Friday the group runs a pre-school session from 09.00 until 11.45.

The playgroup is registered to provide care for 24 children from two years to five years old and they take children from two-years-nine-months. The group accept funded children and at present they have 28 funded three-year-olds and 9 funded four-year-olds on the register. Support is given to the children with special needs. There are no children with English as an additional language attending at present.

The team of six staff work at different times during the week. There are joint leaders. Both have teaching qualifications, the deputy has National Vocational Qualification (NVQ) in Childcare and Education at level 3. All staff have attended first aid and child protection training. The staff are supported by the Gloucestershire Playgroup and Toddler Association (PATA) fieldworker, the area Special Educational Needs Co-ordinator (SENCO) and the Foundation Stage consultant.

How good is the Day Care?

Christchurch Pre-school playgroup provides good care. The group operates within two church hall rooms. The main room is used well and is divided into different areas for different activities, for example a book corner and creative play area. The larger hall is used effectively for large physical play equipment, bikes, ball games, and home corner area. There is an enclosed outside area that is used mainly during the summer months. Staff ratios are good. The parent rota is well established and supervision of the children is constant and effective. The premises are secure and the doors to the building are locked during the session. The staff are experienced

and work well together as a team.

The staff provide a warm, welcoming environment where the children play confidently and safely. There are many displays of children's work around the room and their work is valued. The staff plan a wide range of activities that are selected for the children at each session. The children have free choice of these resources. There is good interaction between the staff and children with time taken to listen and answer their questions. Good support is given to children with special needs. Praise and encouragement are used effectively by all staff and children are well behaved, confident and sociable.

The staff have a good awareness of health and safety procedures. The children are encouraged to wash their hands before snacks and after using the toilet. The children's independence during snack time is encouraged. They are able to help themselves to drinks and fruit.

Staff have built a good relationship with the parents. They have access to all policies and procedures and all consents are in place. The staff ensure the parents are well informed about their child's day when they arrive to collect at the end of the session.

What has improved since the last inspection?

There were no actions from the last inspection.

What is being done well?

- There is good interaction between the children and staff, with time taken to listen and answer the children's questions.
- Personal independence is encouraged during snack time and the children are encouraged to pour their own drinks.
- Staff use both rooms well, with the large hall used for large physical play equipment and more energetic activities.
- Children are well behaved, confident, and sociable. Praise and encouragement are used effectively.

What needs to be improved?

- children's activities to develop their understanding in their mathematical thinking.

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
3	Improve activities to develop children's understanding in their mathematical thinking.

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

How effective is the nursery education?

Children attending Christchurch Pre-School Playgroup are making generally good progress towards the early learning goals. They take part in well-planned activities which encourage their awareness of the world around them. They are well behaved, polite, confident and sociable. Their relationships with the staff and each other is good. Children use their imagination well during role-play situations. Children do not have regular access to a variety of tools and materials to help them explore as they join and build. Opportunities for children to learn about shape and patterns are limited.

Teaching is generally good and the staff support the children well as they play and learn. Observations on the children are recorded but this information is not used regularly to inform short term plans and ensure individual children are well supported. Staff use praise and encouragement effectively and the children respond well, they are well behaved and sociable. Staff use open-ended questions to encourage the children to think, problem solve and improve their language skills.

Leadership and management of the group is very good. There is close co-operation between the committee and staff. All the staff have defined roles and work well as a team. They provide a warm, friendly welcome for the children, parents and carers.

Partnership with parents is very good. Parents are provided with good detailed information about the setting which includes the Foundation Stage and stepping stones. They are given detailed and regular newsletters that contain information about themes, outings, activities and any changes. Staff encourage parents to be involved with their child's development by sharing ideas, problems. Parents feel the staff provide a good service and are friendly and approachable.

What is being done well?

- Children are confident and self-esteem is promoted well. Staff use praise and encouragement effectively and the children respond with good behaviour.
- Children have regular access to pens and paper and are able to make recognisable marks. Older children can write their names clearly. Staff use clear language with the children.
- Children have good opportunities to explore technology and they play with remote-control toys confidently.
- Children use small and large equipment confidently. They cut, roll and mould as they play and move around the room using balancing beams and stilts. Children have a good awareness of keeping clean and healthy.
- Children have good knowledge of colours and are encouraged to express their feelings and identify textures through play.

What needs to be improved?

- materials and tools to enable children to build and design
- activities to develop the children's knowledge and understanding of shapes and patterns
- use of observations and records to inform daily plans and ensure appropriate support for individual children is identified.

What has improved since the last inspection?

There has been generally good progress made with the key issues identified at the last inspection. The playgroup was asked to provide a wider range of materials and resources to broaden the children's awareness of different cultures and to ensure the planning of activities shows how the children will be grouped for activities. The staff have purchased and use many resources to develop the children's awareness of other cultures and the children are organised into specific groups which works well.

They were also asked to ensure the children have access to technology and living things. They have now introduced robot toys and cars and these are used effectively and confidently by the children.

Finally they were asked to provide clear information for parents, on a regular basis, about their children's progress and learning. Staff provide the parents with regular information about their child's progress and parents are able to access activity plans to keep them up-to-date.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and have a good relationship with the staff and each other as they play. They select resources for themselves and are encouraged to be independent, for example children pour drinks and help at snack time. The children's self-esteem is promoted well, displays of their work are evident around the room. Staff use praise and encouragement effectively and children's behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Staff encourage the children to use language to think and communicate with each other. Children are encouraged to sound letters of their names and have easy access to pens and paper for developing their writing skills. Older children can write their names clearly on their work. Children understand the concept of reading from left to right and have easy access to books which they enjoy sharing at circle time.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have good opportunities to build on their knowledge of numbers during play. Staff use snack time to develop this within the small groups. Children recognise numbers from one to ten as they play. Staff introduce numbers through play but have not developed the children's knowledge of shapes and patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have a good awareness of the world around them and the diversity within the community. Children have opportunity to develop and explore their knowledge of technology with the use of remote-control robots and cars. Children do not have regular access to tools and materials to develop their design and building skills.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have good access to large play equipment within the hall. Space is used effectively so the children have access to regular physical activities. They balance, run, play with balls and on bikes. Their large motor skills are developing well. Children can use small equipment confidently. They cut, roll and mould as they play with play dough. Planned activities provide a awareness of keeping clean and healthy.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children use their imagination well in role-play situations. They have free access to paint and are able to create their own pictures. The children are well supported by the staff to learn to identify colours as they play. Children are able to express their feelings through cooking activities and free painting. Children move and sing confidently.	
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

- Use observations and records to inform daily plans and ensure appropriate support for individual children to build on prior knowledge is identified.
- Ensure there are regular opportunities for children to have access to a variety of tools and materials to develop their design skills and their knowledge and understanding of pattern and shapes.

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.