



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 115245

DfES Number: 519910

### INSPECTION DETAILS

Inspection Date	19/05/2004
Inspector Name	Sue Davey

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Churchill Pre-School
Setting Address	Memorial Hall Ladymead Lane, Churchill Winscombe Avon BS25 5NH

### REGISTERED PROVIDER DETAILS

Name	Churchill Pre-School 1044073
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### ORGANISATION DETAILS

Name	Churchill Pre-School
Address	Memorial Hall Ladymead Lane Churchill Somerset

## 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

Churchill pre-school opened in 1968. Churchill is a small village in North Somerset. The nearest town is Weston-Super-Mare and the A38 provides easy access to Bristol. The pre-school operates from the village Memorial Hall, which also provides a range of other community activities. Children attend from the local and surrounding area. The group has sole use of the premises during sessions and children have access to the main hall, front lobby and associated facilities. To the rear of the hall is a small enclosed garden which is used solely by the pre-school.

There are currently 31 children from 2 to 4 years on roll. This includes 18 funded 3-year-olds and 5 funded 4-year-olds. Children attend for up to 5 sessions throughout the week. The setting supports children with special needs and who speak English as an additional language.

The group opens five days a week during school terms times. Sessions are from 09.00 to 11.45 and 12.45 to 15.15 on Monday, Tuesday and Friday; 09.00 to 12.00 with an optional lunch club from 12.00 to 12.55 on Wednesday and 12.45 to 15.15 with an optional lunch club from 11.45 to 12.45 on Thursday.

The pre-school is managed by a voluntary committee of parents who are elected each year. There are six members of staff all experienced in childcare, who work either full or part-time. The leader holds a level 4 qualification in childcare and education and three other members of staff hold level 2 or 3 qualifications.

The pre-school has strong links with the local primary school and regular visits are made prior to children starting full-time education. The staff receive support from a teacher/mentor from the Early Years Development and Childcare Partnership and they are members of the Pre-School Learning Alliance.

### How good is the Day Care?

Churchill Pre-School provides a good standard of care for children. Staff are experienced, qualified and enthusiastic. They know the children well and plan a

relevant and varied programme of activities. The consistent daily routine is well organised and includes time for children to explore a variety of activities indoors and outside. Good use is made of the premises which does have its limitations especially regarding storage and wall displays. However, all children have easy access to the wide range of toys and materials. Visual displays that reflect the diverse world in which children live are limited. There is a comprehensive set of policies and procedures which underpin the day to day running of the setting, although the induction process is rather informal. All records are up to date.

Staff are vigilant about children's safety. The thorough risk assessment identifies potential hazards indoors, outside and on outings and action is taken to minimise risks. Staff encourage children with good hygiene practices and they maintain a healthy and clean environment. Snacks usually include fresh fruit and children can ask for a drink at any time. Good consideration is given to children with special needs and extra support or equipment is obtained if necessary. Staff are knowledgeable about child protection issues and follow established procedures.

Children are very well cared for and staff join in with their play. They spend time finding out what children are interested in and encourage them accordingly. Children with specific needs are well provided for and there is a good emphasis on social interaction. The lunch club provides further opportunities for children to socialise. The staff's consistent and positive approach results in children who are well behaved.

Staff ask parents for information so that children are cared for appropriately. They regularly discuss children's progress and invite parents to various events throughout the year.

#### **What has improved since the last inspection?**

At the transitional inspection there were three issues raised about documentation and one about staff training. The setting has made good progress in addressing these issues.

1. The correct forms are now sent to Ofsted when new staff are appointed so that appropriate checks can be made.
2. Prior to placement, parents are made aware of the staff's responsibilities to report concerns about child protection to the appropriate authorities.
3. The registration form has been developed to include specific information from parents to make sure children are cared for according to their wishes.
4. At least 50% of the staff hold a relevant childcare qualification at level 2 or above. Staff have good access to training events throughout the year and the leader provides some in-house staff training.

**What is being done well?**

- Children receive excellent attention from staff in a way that encourages and supports them to develop their own ideas.
- There is very good support given to children with specific needs. This includes: gifted children, those who are shy and withdrawn and children with specific cultural or religious practices.
- Staff build very good relationships with children. They take time to listen to children, are consistently kind but firm and children respond with good behaviour.
- The lunch club provides children with the opportunity to experience eating together socially and to become more independent by learning how to manage packaging for instance.

**What needs to be improved?**

- the induction process for new staff and students
- the visual displays which lack positive images of the diverse society in which we live.

**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
2	Develop the induction process for new staff and students.

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

### **How effective is the nursery education?**

Churchill pre-school provides a high standard of education overall. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff carefully plan activities, indoors and outdoors to ensure that all areas of learning are included in each session. They know the children well and plans are based on their observations of children's interests and abilities. However assessments are not clearly linked to the stepping stones. Good support is given to those with special needs and staff make sure that all children are included and able to access appropriate toys and materials. Staff are skilled at extending children's learning. They ask questions to make them think and talk about what they are doing. Consequently, children are encouraged to make further suggestions and staff provide resources as their ideas develop. Learning occurs naturally through play right across the curriculum at the children's own level.

Leadership and management of the group is very good. The management committee provide good support to the group and the leader and deputy are excellent role models to other members of staff. Annual staff appraisals are carried out and training needs are identified. The leader provides some in-house training for staff. The setting regularly monitors its practice by evaluating activities and discussing strengths and weaknesses across the provision. They are currently working through an approved early years quality assurance scheme.

The setting's partnership with parents is generally good. Staff regularly talk to parents about their child's progress and encourage them to share their own observations of children's development. Parent's evenings are held twice a year and an open day is set up to exhibit children's work on a particular theme. Parents are given good information about topics and events and encouraged to be involved with their child's learning. However, there is scope for further improvement here.

### **What is being done well?**

- The staff have a flexible approach and positively encourage children to develop and extend their own ideas and interests.
- Children benefit from effective teaching to help them gain knowledge and understanding of their local area. They eagerly explore the natural environment and use reference books to further develop their interests.
- Children's creativity is promoted very effectively throughout the session. They explore a wide range of art materials and engage in complex role-play. Staff support children to solve any problems they encounter through play.
- The garden area is well used and outdoor activities are planned to cover all areas of learning.

- Staff are very good at recognising and responding to each child's level of ability. They plan activities accordingly and give good attention to supporting children with specific needs.

#### **What needs to be improved?**

- the assessment system to clearly show children's progress through the stepping stones
- strategies for involving parents with children's learning.

#### **What has improved since the last inspection?**

At the last inspection the group was asked to extend their system of assessment to illustrate each child's development more fully. Generally good progress has been made since then. Staff now use North Somerset's Ongoing Child Profile to record their observations of children, in each of the six areas of learning. Observations are anecdotal and mostly objective however, they do not show clearly how children are progressing along the stepping stones. Examples of children's work and photographs are collected in individual scrapbooks to illustrate each child's development. This record is given to parents when the child leaves the setting.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children display high levels of involvement in activities. They are motivated to learn and have good concentration skills. They confidently play together in groups and identify other children as their friends. Their self-esteem is built up by staff who know them well and encourage their own ideas and independence. Children behave well and are learning to take turns and share. They make links between pre-school and home experiences and understand that people have different needs and cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are keen to communicate with staff and each other and have a good command of spoken language. They confidently join in with group discussions and listen attentively to stories being read. They describe their actions during play, for example, "I'm making a spaceship for the aliens". Children's early attempts at writing are encouraged and some can write their own name. Most children can read their first name and identify the initial letter of many objects by sound.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The daily routine helps children to learn about number, calculation and measure through meaningful situations. For instance, they practise counting when lining up to go outside; they calculate the number of chairs needed and they weigh and measure cooking ingredients. Children recognise numerals one to five and use number names in their conversations. For example, "I'm three (years) but I'm going to be four soon". They produce repeat patterns with threading beads and also learn about symmetry.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children eagerly explore and investigate new experiences and materials. Planned activities and outings teach children about their local area and the natural environment; for example a trip to the Bluebell Wood. They design and build with a variety of materials and construction sets and experiment with different joining techniques. Children are supported to create props to extend their role-play, having first considered the needs of their chosen characters, such as a 'fireman' or 'fisherman'.

## **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Indoors and outside, children are given many opportunities to develop their physical skills. They run, jump, climb, slide, crawl, balance and dance. They practise a range of ball skills and manoeuvre wheeled toys around obstacles. They manipulate small objects with increasing control such as, threading beads, stacking bricks, cutting with scissors and working with malleable materials. Children also learn about health and hygiene through planned topics and daily routines.

## **CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children freely explore painting techniques and colour mixing. They create two and three dimensional models using a variety of materials and resources. They enjoy singing together and playing musical instruments when they learn to tap a steady beat and join in with the 'marching band'. Children frequently engage in spontaneous and often complicated role-play. They draw on their experiences, imagination and problem solving skills as they play at 'going on holiday' or 'putting out a fire'.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the assessment system to clearly show children's progress along the stepping stones
- strategies for encouraging parent's involvement with their children's learning.

*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.*