



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 219241

DfES Number: 536987

### INSPECTION DETAILS

Inspection Date	21/10/2003
Inspector Name	Margaret Coyne

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Christ Church Pre School
Setting Address	Dudley St. Bedford Bedfordshire MK40 3SY

### REGISTERED PROVIDER DETAILS

Name	The Committee of Christ Church Pre School Committee 1062497
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### ORGANISATION DETAILS

Name	Christ Church Pre School Committee
Address	Christchurch Hall Dudley St. Bedford Bedfordshire MK40 3SY

## 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

Christ Church Pre school has been open for over 25 years. It is a voluntary committee run group and operates from the Christchurch Hall, in the Castle Road area of Bedford. The group has use of three rooms and has access to a kitchen , toilets and a small enclosed outdoor area. The children who attend come from the local surrounding area.

There are currently 32 children from 2.6 years to under 5 years on role. This includes 17 funded 3 year olds.

Children attend a variety of sessions. The setting currently supports a number of children with special needs and who have English as a second language.

The group opens for 4 days a week during school term time. Sessions are from 09.15 to 11.45.

Three full time staff work with the children. Over half the staff have an early years qualification to NVQ level 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP)

### How good is the Day Care?

Christchurch Pre-School provides satisfactory care for children. The premises are well managed with a relaxed and friendly atmosphere.

The operational plan covers all areas of the day to day running of the pre-school. Children are grouped well with satisfactory adult support and a variety of resources. The setting need to ensure adult/child ratio's are met at all times.

Space is used effectively, for both indoor and outdoor activities. Staff show a high level of awareness of risks to children's health and safety. Staff organised play materials well providing children with some stimulating and interesting activities which are extended into other areas of play and learning. However th esetting needs

to ensure children are provided with a balanced view of the world with regard to culture, beliefs and festivals.

Staff are fully involved with the children supporting their play and building warm and trusting relationships. They respond to children's interests allowing them to lead and used encouragement and praise. Children relate well to each other forming small groups and played happily and confidently.

Staff implement the behaviour management policy consistently, children are aware of the boundaries and most children are well behaved.

Information is shared with parents both written and displayed in the setting. Verbal feedback is given to parents by staff if requested and parents are given the opportunity to see their child's records at any time.

All records and documentation are in place for the safe and efficient management of the pre-school. However Ofsted have not always been informed of any significant changes in staffing and an induction procedure needs to be devised and implemented for any new staff.

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

At the last inspection the provider agreed to ensure the registration system included the times of arrival and departure for the children and staff, to ensure CRB checks are completed for each member of staff, to conduct a risk assessment of the premises, to ensure there are procedures in place for outings, to include the name and contact number of the regulator in the complaints procedure, to carry out regular fire drills, to ensure staff have a knowledge of the local ACPC procedures and to ensure all low level glass is safe. The registration system now includes the arrival and departure times of all persons on the premises, CRB checks are in place for all staff, a risk assessment is carried out annually and the committee is looking into formulating a weekly or daily assessment, a procedure is in place for the safe conduct of children on outings, the complaints procedure has been updated to include regulators details, fire drills are carried out each half term and recorded, staff have gained a working knowledge of the local ACPC procedures and all low level glass has been checked to ensure safety of children.

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

- Staff are fully involved with the children and are attentive to their needs.
- Staff respond to children's interests and give praise and encouragement at all times.
- Activities are well presented and link into other aspects of play and learning.
- Staff implement the behaviour management policy well. Children respond to direction from staff and behaviour is good from most children attending. Children willingly help staff to clear toys away.
- Staff work in partnership with parents, Good written information is displayed.

All staff were friendly and approachable to parents.

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

- informing Ofsted of any changes in staff
- induction procedure for new staff
- adult/child ratios to be maintained at all times
- a balanced view regarding culture, festivals and beliefs for the children.

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

Std	Recommendation
9	develop awareness equal opportunities to support the development of children's culture and beliefs.
1	Ensure Ofsted are notified of any staff changes
2	Develop and implement a suitable induction procedure for new staff
2	Ensure adult/child ratio's are met at all times

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

### How effective is the nursery education?

The provision for nursery education at Christchurch Pre-School is generally good. It enables children to make very good progress towards the early learning goals in their physical development. They make generally good progress in all other areas of learning.

Teaching is generally good. Staff have a clear knowledge of the Foundation Stage and use their planning effectively to include all areas of children's learning. However plans and activities do not focus staff so they can move children on in certain areas of learning. Staff interact well with the children, this reflects positively on the teaching. However children tended only to use activities where an adult was present. Children's assessments take account of the stepping stones and staff are beginning to use them to plan effectively. There are some children attending with special educational needs, good systems are in place to provide support for all children.

A wide range of purposeful activities and opportunities are provided for the children to encourage them to explore and express themselves through play. There are missed opportunities to provide more challenging opportunities for children in counting and calculation, for children to understand that books can be used for information and to give children an understanding of different cultures and beliefs. Most children are generally well behaved and respond positively to direction from the staff.

Leadership and management are generally good. The pre-school is led by a committee who support a dedicated manager and a supportive team of staff. The committee is beginning to monitor and assess the provision, offering continuing support to the new manager.

The partnership with parents and carers is generally good. Parents are given adequate information and encouraged to contribute with good input on the parents rota. Parents share information about their child and discuss their child's progress.

### What is being done well?

- Children's personal, social and emotional development is fostered well, the children are confident, happy and interact well with staff and each other. Children with special needs are well supported and included in all activities.
- Staff promote good language, They value what the children say and do and encourage the children to express themselves freely.
- Children's physical development is well promoted, children showed initiative when playing outdoors creating chalk lines to balance along. Children have a range of equipment to develop their large and small motor skills.
- Children's knowledge and understanding of the world is well promoted

through a range of interesting and stimulating activities which are extended in other areas such as the autumn topic and pets.

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

- The opportunity for less confident children to access all activities
- to use books as reference
- to develop children's understanding of different cultures and beliefs
- to extend children's understanding of counting and calculation
- evaluation of sessions to improve practice and planning

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

The pre-school has made generally good progress since the last inspection. Plans are in place which cover all aspects of the early learning goals and link into the stepping stones. However these lack an evaluation of activities.

Children's assessments are in place and linked into planning for the foundation stages. Key workers make notes and observations during the session and these are included on the children's development records.

Opportunity is given to children to take part in focused teaching in small groups.

Emphasis is given to communication language and literacy however more attention could be given to introducing children to reference books.

Children are introduced to mathematics through small group activities. However more attention is needed to include counting and calculation in play situations.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are forming good relationships with staff and other children. They are happy, curious about events happening around them, and developing independence and social skills in activities and at snack time where they are able to pour their own drinks and are polite to each other. Children's concentration is good as they became absorbed in many tasks and activities such as making playdo and block building. Children's behaviour is generally good, they respond well to direction from staff.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are beginning to recognise their own names and those of other children as they select their name on arrival and for snack time. Opportunities are provided for children to draw and write their own name, promoting handwriting skills. Children are developing their listening skills and are happy to talk about personal experiences. Children joined in enthusiastically with songs and enjoy books but reference books are not being used to support activities and interest tables.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are learning to count, to recognise shapes and identify numbers with personal meaning. There are missed opportunities for children to count and use calculation in everyday play situations. Children have many opportunities to use mathematical language when making playdo and globb and are developing an increasing awareness of weights and measure. Children are introduced to number rhymes and songs. Children choose bricks carefully by size and shape when building with large blocks

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are given opportunity to explore the local environment, for example, autumn was extended by children collected leaves, nuts and conkers, discussing them and using them for a variety of other topics. Children show great curiosity about living things and show interest when viewing them. One child discovered a spider and showed delight in the way it moved and built its web. Children do not have sufficient opportunity to learn about other cultures and beliefs through planned activities.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children are confident in using the range of activities available to them. They move around the room developing an awareness of space. Children use the outside area imaginatively, drawing chalk lines to balance across. Children are developing fine motor skills when drawing, cutting, sticking and using tools for modelling. Large motor skills are also being developed through use of the climbing frame and bikes. Children also had use of a parachute involving using different parts of their body.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children are given the opportunity to use their imaginations when painting using brushes or hands and are able to use different textures in their creative work producing leaf books and printings. Children enthusiastically take part in activities provided using different senses when making playdo. Staff ask children's permission to display their work on the walls. Children are able to take part in a range of role-play situations but only did so so if an adult was present to offer support.

**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**

- review staff deployment to ensure staff support children in all activities
- develop ways to extend children's knowledge of mathematics in everyday situations
- ensure opportunity is given to children to develop an understanding that books can be used for information
- develop ways to introduce children to different cultures and beliefs
- develop the evaluation and review of sessions to improve practice and planning.

*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.*