



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 507694

DfES Number: 518056

INSPECTION DETAILS

Inspection Date	18/06/2003
Inspector Name	Lynn Morris

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Charterhouse Playgroup
Setting Address	St Annes Church Hall Acacia Avenue Stoke Coventry CV1 2HL

REGISTERED PROVIDER DETAILS

Name	Ms Jillian Ann Cooper
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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

Charterhouse Pre-School opened in January 1968. It operates from the church hall of St Annes church in the Charterhouse district of Coventry. The pre-school serves the local community.

There are currently 36 children from three years to five years on roll. This includes 15 funded three-year-olds and 12 funded four year olds. Children attend for a variety of sessions. There are currently no children with special needs and the group supports three children who speak English as an additional language.

The group opens four days a week during school term times only. Sessions are Tuesday to Friday mornings from 9 am to 11.30 am and Wednesday and Friday afternoons from 1 pm to 3 pm.

Four staff members work with the children. Two have qualifications in early years. Two staff are currently on training programmes to gain relevant early years qualifications. The setting receives support from a teacher/ mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Charterhouse Pre-School provides good quality care for children aged two years to five years. Children are cared for in a safe and stimulating environment. Staff effectively use all space available, including the garden, to enable children to experience a very wide range of activities during a typical session. The health and safety of the children is addressed well.

Staff have qualifications and experience in the care of children aged two to five years and are committed to ongoing training to improve their practice.

Resources available to the children are of good quality, children are able to make choices both indoors and outside and are developing independence well. Children's social and emotional development is valued in a caring environment, which has

enabled them to form good relationships with staff members and each other. Children and staff communicate very well with each other during everyday activities. Staff provide good role models and behaviour management is consistent.

Staff plan a good range of activities linked to themes, which underpin the early learning goals and are helping children to develop well in all six areas of learning. Children's individual needs are addressed through observations and assessment programmes and staff plan for the next stage of children's learning.

The key worker system at the pre-school is effective and has enabled good relationships to be made with parents. Parents are well informed about their child's progress and have opportunities to become involved in everyday activities. Parents made positive comments and value the service being provided. All documentation and information about children is in place. However, staff need to review the equal opportunity policy to ensure it includes all groups and review the current system used for registration, as it does not currently show times of arrival and departure of staff and children.

What has improved since the last inspection?

At the last inspection staff agreed to :

Conduct a risk assessment of the premises. This is now complete and shows regular review dates.

Ensure that there is a policy regarding the administration of medicine. this is now in place, known by staff and available for parents.

Ensure that there is a policy regarding sick children. This is now in place, is known by staff and is available to parents.

What is being done well?

- Children are able to access a wide range of interesting activities and resources which enable them to make choices and select toys and equipment for themselves. (Standard 3)
- Children's learning is being developed well through planned and spontaneous activities which are linked to themes and underpin the early learning goals. (Standard 3)
- Children are cared for in a safe and stimulating environment where staff effectively use all space available both indoors and outside to enhance children's learning. (Standard 4 and 6)
- Good relationships are being fostered. Staff provide good role models and manage children's behaviour consistently. Children learn to share and take turns and their independence is developing well. (Standard 3 and 11)
- Children are able to communicate well. Staff skilfully use open ended questions with the children to develop their language skills. (Standard 3)

- Parents are consulted about their children and have opportunities to meet with staff before and after their child commences. Good procedures are in place for parents to receive information and to take part in every day activities. (Standard 12)

What needs to be improved?

- the information available in the equal opportunities policy to ensure it includes all intended groups of people; (Standard 9)
- the system for registration to show times of arrival and departure of staff and children. (Standard 2)

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	Ensure that registration system details times of arrival and departure of staff and children.
9	Review equal opportunity policy to ensure that it reflects all groups who may be discriminated against.

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

How effective is the nursery education?

Charterhouse Pre-school provides an environment where children are making very good progress towards the early learning goals. Children are taught very well and enjoy learning through a range of structured and freely chosen activities and are making very good progress in all six areas of learning.

Teaching is very good and key staff are secure in their knowledge of the foundation stage curriculum and early learning goals and use the stepping-stones to plan an effective learning environment. Staff extend children's learning by encouraging the children to think and asking open-ended questions. The systems used for observations and assessment ensure that all children's needs are included in plans for the next step of individual learning.

Staff use planned and spontaneous activities to foster children's confidence and communication skills very well. Children have developed a range of extensive vocabulary through positive interaction with staff members and staff continue to develop systems to support children with English as an additional language. Themes are very well linked to everyday activities and many of the children are able to recall past themes in conversations with each other and adults.

Leadership and management of the setting is very good and staff work very well together as a team. Staff are committed to attending any training that enhances their practice and are supported very well by the leader to attend relevant courses. Communication within the team is very good and staff welcome support and resources made available through their mentor teacher from the Early Years Development and Childcare Partnership.

Partnership with parents is very good. Parents are kept well informed about their children's progress and are encouraged by staff to become involved in their child's learning and the day-to-day activities of the group, many are willing volunteers. The key worker system ensures that parents have access to regular information about their child.

What is being done well?

- Children's personal, social and emotional development is very good. Children have formed good relationships and are interested and motivated to learn.
- Children are confident speakers. Staff skilfully extend children's language through constant interaction and introduction of key words associated with themes.
- Staff's clear understanding of the foundation stage curriculum leads to effective planning which consolidates children's learning in all six areas.
- Children are learning about their environment. Staff use local resources and

outings to foster children's interest in the natural world.

- Children are able to experience a very good range of planned and spontaneous activities, which help them to develop their creative and imaginative skills.
- Staff work very well together as a team and have good relationships with parents. Parents are kept well informed and have opportunities to work in partnership with staff for their child's learning.

What needs to be improved?

- support for children with English as an additional language.

What has improved since the last inspection?

Very good progress has been made since the last inspection. Both key issues have been addressed.

Planning, Observation and assessment of children's learning have improved. Planning for children's learning is very good in all six areas and systems for observation and assessment ensure that individual children have plans to meet the next step for learning.

The programme for mathematical development is very good. Staff have attended training and planning contains a very good range of activities for children to develop mathematical concepts. Children are skilful at recreating patterns and staff use open-ended questions to help children understand why things happen and how things work.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. Children have very good relationships with each other and adults. They are interested and eager to try new activities and show obvious delight when engaging in many of the activities. Behaviour is very good as a result of staff's high expectations and continuous praise for achievements. Independence is developing very well and less able children are supported well by staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in this area. All children are confident speakers and use a very good range of vocabulary. Children's vocabulary is skillfully extended and activities link themes to new vocabulary. Children enjoy looking at books and listen very well to stories. Staff have effective strategies for encouraging children to listen. Children have a very good variety of opportunities to write and to practice writing using a variety of different materials.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in mathematical development. Staff plan a range of activities for children to count and practice counting. Children spontaneously count objects and most can count confidently to ten. Children are developing a good understanding of calculation and anticipate staff's questions by giving the answer before they can ask 'How many more do we want?'. Children make patterns and sort by size, shape and colour using a variety of different materials.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress in this area. Children have planned and spontaneous activities to help them explore their environment and develop their senses. They are able to make and compare models of real events they have experienced with pictures and stories. Children are able to talk about their families and events that happen in their lives. They learn about cultures and festivals using resources, themes and artefacts.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. Children enjoy daily activities both indoors and outside which promote physical development very well. They access equipment, which helps them to gain control and co-ordination when climbing and balancing. Children use space confidently to make zig-zag patterns with wheeled toys. They use a wide range of tools and equipment to develop fine manipulative skills.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in this area. They enjoy taking part in dance, singing and music and spontaneously join in with delight. Children have a wide variety of planned and freely chosen activities, which help them to explore colour, texture and shape and with adult support produce 2 dimensional and 3 dimensional pictures and models. Children make very good use of the domestic play area to act out real and imaginary situations and dress up to become convincing characters.	
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:

- Point for consideration
- Continue to support children with English as an additional language.

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.