



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 135271

DfES Number: 520817

INSPECTION DETAILS

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| Inspection Date | 02/12/2003 |
| Inspector Name | Pauline Nazarkardeh |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | Christchurch Cockfosters Pre-School |
| Setting Address | Church House Chalk Lane Cockfosters Herts EN4 9JQ |

REGISTERED PROVIDER DETAILS

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| Name | REV. RICHARD JAMES |
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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

Christchurch Cockfosters Pre-school has been registered since 1992. It operates from the large church hall, which is close to the train station and near a small parade of shops. The Pre School serves the local area.

There are currently 34 children from 2 to 5 years on roll. This includes 15 funded three-year-olds and seven funded four-year-olds. Children attend for a variety of sessions. The setting currently supports children with special educational needs. The group opens five days a week during school term times. Sessions are from 09.30 until 12.00.

Five part time and full time staff work with the children, four of whom hold an early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP)

How good is the Day Care?

Christchurch Cockfosters Pre-School provides a good standard of care. The staff know the children they care for and ensure children's individual needs are met. The premises are warm and welcoming to both children and parents. There are a wide range of toys,resources and equipment available, however there are too few opportunity for children to self select equipment.

This is an established staff team and they have a good understanding of how to provide a safe environment for children. There are systems in place to ensure the safe arrival and departure of the children. The manager is responsible for child protection issues.

The range and quality of activities offered is good. The staff show a good knowledge of individual children's interests and stages of development. They provide interesting opportunities for children to develop and learn. Children's respect for each other is encouraged and behaviour is very good.

Parents are provided with written information, in the form of a pre-school handbook, policies and procedures and information about the curriculum and topics covered by the children. Staff spend time exchanging information with parents about their children each day. Parents are also provided with a complaints procedure this however does not identify how to contact Ofsted.

Documentation is well organised with established systems in place to record and hold written records. There is no written policy to deal with a situation where a child is lost. The information needed from parents to provide care, which meets each child's individual needs, is in place.

What has improved since the last inspection?

The actions made at the previous inspection related to developing paperwork and they have been addressed.

What is being done well?

- There is a strong emphasis on listening and respecting what the children say and do as a result, children are confident to voice their opinions and staff take the time to listen and ask appropriate open ended questions.
- The encouragement of good behaviour and the management of behaviour in general is very good.
- The records policies and procedures are well written, comprehensive and readily accessible.
- Partnership with parents is well established and parents receive good updated information about the activities offered.

What needs to be improved?

- the written policy for a lost child
- the policy for complaints
- opportunities for children to self select equipment.

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 | |
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| Std | Recommendation |
| 2 | add procedure for a lost child to the policy for uncollected children. |
| 4 | provide opportunities for children to develop their independence in self selecting equipment. |
| 12 | make available to parents a written statement that provides details about how to contact Ofsted if they have a complaint |

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

How effective is the nursery education?

Christchurch Cockfosters Pre-School provides a stimulating environment, which helps children to make generally good progress towards the early learning goals. Children make very good progress in communication, language and literacy, mathematic, creative and physical development and knowledge and understanding of the world. Generally good progress is made in personal, social and emotional development. Children relate well to each other and their behaviour is very good however there are little opportunities for children to develop their independence and refine skills or to self select activities.

Teaching is generally good with some very good aspects. Staff use a variety of teaching methods to promote children's curiosity and learning. They use open-ended questions and focus on individual children's skills to help develop all children's knowledge. There is however a reliance on the manager to observe and assess children's development and as a result staff understanding of the early learning goals is not secure.

Currently there are no children attending who do not use English as their first language. The setting has an effective system in place to provide good support to children with special educational needs.

Leadership and management is generally good. The Pre-school manager works to support staff and ensure consistency of good practice throughout the team. Staff are keen to develop their childcare knowledge and time is provided for staff training.

Partnerships with parents are very good. Parents are well informed about the curriculum and their children's achievements and are provided with information to help them to support and extend their children's learning.

What is being done well?

- parents have opportunities to exchange information about their children's progress with staff, they are encouraged to be involved in their children's learning and are informed of topics and activities.
- the setting provides a welcoming and stimulating environment in which children can socialise and participate in a range of worthwhile activities which support their development.
- the quality of interaction between the staff and children is very good and encourages children to think.

What needs to be improved?

- the opportunities for children to self select equipment and to develop their own ideas and to practice and refine skills.
- observation and assessment of children to be undertaken by all staff.

What has improved since the last inspection?

At the last inspection the setting was asked to structure the activities provided. This has been undertaken.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children's progress in this area is generally good. Children participate in activities with enthusiasm. They are able to express their feelings they show an understanding about how others might feel. The children relate well to each other and to adults. They are able to wait and to take turns. There are too few opportunities for children to self select equipment and to develop their own ideas and to practice and refine skills.

COMMUNICATION, LANGUAGE AND LITERACY

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| Judgement: | Very Good |
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Children make very good progress in communication language and literacy. They are confident communicators, through open ended questions staff encourage them to develop their thinking. Children enjoy stories and use books independently, adults use props effectively to retell familiar stories, i.e. "What ever next". Children recognise their own name card and add it to a wall display on arrival. Children's interest in writing is fostered effectively through a well resourced writing area.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Very Good |
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Children are making very good progress in mathematical development. They are learning to count through a range of practical activities. Number songs, stories and rhymes are used to introduce children to addition and subtraction. Children use mathematical language effectively. Within practical activities staff help the children to use their growing mathematical knowledge to solve problems, for example, using a weighing activity in the home corner.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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| Judgement: | Very Good |
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Children are making very good progress in this area of learning. They talk about themselves and remember past events. They learn about people living in the community through a planned "out and about" topic and by having people from the community visiting. Children have opportunities to build with a range of construction equipment. There are many opportunities for children to learn about every day technology and to identify features of living things.

PHYSICAL DEVELOPMENT

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| Judgement: | Very Good |
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Children are making very good progress within the programme for physical development. They use a range of equipment, both in and outdoors, which promotes and develops skills such as; throwing, catching, balancing and climbing. They are confident movers and demonstrate a good understanding of spatial awareness. Through day to day activities children are taught the importance of good hygiene and staying healthy. Children use tools and malleable materials with increasing control.

CREATIVE DEVELOPMENT

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| Judgement: | Very Good |
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The children are making very good progress in the area of creative development. They are able to participate in a wide variety of activities and to use an extensive range of resources to explore colour, texture, shape, space and form in two and three dimensions and to respond in a variety of ways to what they see, hear, smell, touch and feel. The children have good opportunities to listen to, and respond to music and they use musical instruments on a regular basis.

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

- Provide opportunities for children to develop their own ideas and their independence and to self select activities.
- Involve all staff in the observation and assessment of children's development.

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.