

Christchurch Pre-School

Inspection report for early years provision

Unique reference number

135972

Inspection date

03/11/2010

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Christchurch Pre-school is managed by a voluntary committee made up of mainly parents of children who attend the group. It opened in 1966 and operates from Christchurch Hall located close to the Hanham and St George border, Bristol, South Gloucestershire. A maximum of 26 children from 2 years to the end of the early years age range may attend at any one time. The preschool opens Monday, Wednesday and Friday from 9am to 3pm and Tuesdays and Thursdays 9am to 12 noon, term time only. Children have access to a secure outdoor play area. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the childcare register.

There are currently 46 children on roll in the early years age group. Some children receive funding for early education. The preschool serves the local community and surrounding areas. The setting currently supports children who have additional needs and children who have English as an additional language. There are six members of staff who work with the children, of these; five staff hold a Level 3 qualification in the early years and one holds a Level 2 qualification in the early years. The group receives support from an early years teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good general progress in their learning and development. They strongly benefit from the warm relationships with the committed staff team. They enjoy a good range of activities and play opportunities that match their individual learning needs. Children have a safe environment in which to play and their welfare is successfully promoted. There is a clear commitment to the continuous improvement of the provision that leads to improved outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the analysis and assessment systems further and use the identified learning priorities for each child to more effectively plan and to provide activities to improve the outcomes for children and to track and to evaluate their progress.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children are secure. The staff have a clear understanding of their responsibilities in regard to the safeguarding of children and

have policies and procedures to support them in this should they have a concern. All staff working with children have been suitably vetted. The provider carries out a clear assessment of risk to children and potential hazards to children are successfully minimised. For example, the setting is secure and access to the premises is closely monitored. Policies and procedures are in place and ensure the safe and smooth running of the setting.

A strength of the setting is the well-established relationships with parents and carers. A key worker system is in place and there are good levels of communication so that information is shared. The staff use information effectively to develop children's learning based on what is of interest to children. Parents and carers have good opportunities to contribute to their child's learning such as through the use of 'Wow' statements and through invitations to take part some special pre-school activities. Information about children's progress is regularly shared through reports and through the use of the learning profiles. Parents have their views canvassed and acted upon such as through the use of questionnaires. Partnerships are established with other settings who also provide care to the children that attend the pre-school.

Resources are good, fit for purpose and used well to achieve the planned goals in learning and development. The staff team work hard to ensure a consistently welcoming, stimulating and child-friendly environment. They are focused on helping children to achieve and to progress. Reflective practice takes place and the setting has clear action plans in place that successfully bring about improvements for children. Some staff have recently undertaken training to enhance children's mark making development and this is strongly reflected in the outcomes for children and children's enjoyment. All recommendations from the last inspection have been carried out. Adults actively promote equality and diversity. They take effective steps to close identified achievement gaps. For example, improvements in opportunities for children to take their play outside and to be exuberant, have enhanced the learning experiences of all children but particularly those boys who enjoy learning through active play.

The quality and standards of the early years provision and outcomes for children

Children strongly benefit from the welcoming and stimulating learning environment. They thoroughly enjoy the activities and play opportunities on offer because the staff know children well and the activities are based on children's interests and match children's abilities in general. The staff team have a secure knowledge of the Early Years Foundation Stage and the whole staff team contribute to the planning process. The overall system for the observation, assessment and planning for children's progress is secure but weaknesses sometimes make the quality of the planning process variable. As a result sometimes children's progress is less accurately tracked and their next steps less well planned for. However, key persons know their children well and good communication between all staff lessens the impact of the weakness. A learning profile for each child is used to make regular and detailed observations of what

children do and to identify their next steps in development. All parents are encouraged to add their comments.

The staff team in general are skilled at promoting positive attitudes to learning. Children show good levels of curiosity, independence, imagination and concentration. They have good opportunities to mark make through out the pre-school both indoors and outside. For example, children thoroughly enjoy painting water onto walls with brushes. They make large and enthusiastic arm movements and are actively engaged. They learn to share resources and happily explore at their own pace, such as when they experiment with the effect of dipping the chalks into a bowl of water before rubbing them on a wooden surface. They explore the textures, concentrate on the effect they achieve and share resources. Children are able to be active and exuberant. They set themselves physical challenges such as when they hop from log to log stepping stone. They show great delight as they practice pedalling, steering and stopping skills when using the sit-on trikes. Children also have good opportunities to be active indoors. Children spontaneously become energetic and excitedly march together with adults to the music.

Children are made to feel welcome and have a strong sense of belonging. This is shown through their good relationships with the staff and with each other. Children are happy, relaxed and settle easily, including those children new to the setting. Those children who are less confident in a group are sensitively encouraged to participate by the skilled staff team and quickly grow in confidence. Children are valued and all are able to strongly contribute. They exercise choice throughout their day such as through free flow activities. They are able to independently access toy resources from the wide range put out. Activities are planned to match children's interests. The continuous provision of resources is beginning to be tracked and recorded. Some specific activities are adult-led. These are aimed at specific skill development such as to support children with scissor skills through a cut and stick activity. Children are encouraged to think and to explore. The staff make sensitive use of language, prompt children to make choices and staff use open ended questions to support them. As a result children make good progress in their communication and literacy skills. They have a good understanding of the wider world and are well equipped with the skills they need in order to secure future learning.

Children's behaviour is managed well and children begin to understand the need to cooperate with each other. They begin to be aware of each other and to keep each other safe, such as when climbing through the tunnel in a game of hide and seek. Children are kept safe because the pre-school is well-organised and free from hazards. Children are well supported to learn independence skills and about healthy life styles. For example, young children begin to learn how to help themselves to water from the jug. They learn how to put on their coats when they choose to go outside. They take themselves to the toilet and enthusiastically show adults that they have washed their hands. Their individual needs are met well.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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