

The Garden Christian Pre-School

Inspection report for early years provision

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Inspector	Jayne Pascoe

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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*.

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Description of the setting

The Garden Christian Pre-School is a committee run group. It opened in 1998 and operates from two rooms adjoining the Baptist church hall. The premises are fully accessible. It is situated in Falmouth, Cornwall. The pre-school is open each weekday from 9am until 12 noon, during term times only. All children share access to an enclosed outside play area.

The provision is registered by Ofsted on the Early Years Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 33 children in the early years age group on roll, some are in part-time places. The nursery supports children with special educational needs and/or disabilities. The setting employs five members of staff, of whom three hold early years qualifications to NVQ at level 2 or 3. The manager is a qualified teacher and one member of staff is currently working towards Early Years Professional Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team demonstrates a good knowledge and understanding of the Early Years Foundation Stage. They have developed and implemented effective procedures to ensure that children's unique needs are identified, respected and met well. The pre-school premises, toys and resources are on the whole safe and stimulating. The setting obtains and shares good levels of information with parents through a variety of appropriate methods. They also liaise effectively with other early years agencies in order to keep up-to-date. As a result of their proactive attitude and use of formal systems for self-evaluation, the setting maintains continuous improvement.

What steps need to be taken to improve provision further?

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

- extend the range of resources further in order to sufficiently challenge children through purposeful role play and to provide opportunities for sensory play
- improve the outdoor play area by removing potential hazards, such as gas bottles and rubble in the allotment area.

The effectiveness of leadership and management of the early years provision

Staff work together very effectively as a team. They are appropriately qualified and experienced and show a good level of commitment to continued professional

development. There is a clear leadership and management structure and all members of staff are confident and competent in their roles and responsibilities. The pre-school follows robust procedures to check suitability of adults in order to safeguard the children in their care. Unvetted persons are closely supervised at all times. The setting has developed effective written risk assessments, which are generally used very well to maintain children's safety and security indoors, outdoors and on outings. These are regularly reviewed and updated as required. However, other users of the building have left some potentially hazardous items in the outdoor allotment area and liaison is required in order to have these removed. While this issue is being resolved, access for children into this area is restricted. Staff demonstrate confidence in their ability to identify, record and report any child protection concerns, in line with the Local Safeguarding Children Board procedures. Children regularly practise emergency evacuation procedures with the adults in order to develop their confidence and familiarity.

The setting has recently made some structural improvements to the building to enhance security and offer an enabling environment for the range of children attending. Double doors now allow children to free-flow between the two play rooms and there is an adjoining secure outdoor play area. Awnings offer shade and protection outdoors when required. Children also benefit from sole use of the toilet facilities. As a result of these improvements, children are rapidly developing their increasing levels of independence. An effective key person system is in place, which ensures that each child's unique preferences and abilities are respected and carefully planned for. Staff have introduced very effective systems for assessment, which include written observations and examples of children's work. These records are shared regularly with parents in order to celebrate children's achievements and to identify appropriate 'next steps' for their learning and development. Planning is based upon children's particular interests and provides good opportunities for individual progress.

Positive partnerships have been established with parents to enable staff to meet children's individual needs very well. Parents are keen to express their satisfaction at the warm, welcoming and caring environment provided by staff. They explain how they are encouraged to be fully involved in all aspects of their child's care and learning. Staff engage them in regular discussion, provide a good range of written policies and procedures, use appropriate contracts and consents and display information on a prominent notice board in the entrance foyer. There is a high level of focus on the development of personal and social skills and, as a result, children have formed strong friendships with other children and trusting relationships with adults. Staff have recently implemented very effective systems to work in partnership with other early years providers. They have arranged reciprocal visits in order to share information and observe practice. There are good opportunities for children to explore people's differences through free use of a suitable range of resources and visual aids and during carefully planned activities. Staff provide an inclusive environment for all children attending. There is evidence that children with special educational needs and/or disabilities are supported very well. Staff have implemented effective formal systems for self-evaluation, which are successful in driving further improvement in the pre-school practice.

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

Children are happy, settled and content. They have developed a sound sense of belonging as they move confidently and freely to select favourite toys. Daily routines are displayed in picture form at child height on the play room wall. Children are secure in the knowledge that they know what will happen next. Some children sit patiently on a row of chairs, waiting for another child, who is 'the hairdresser' to attend to their hair. They trust her implicitly. Those who have been sitting for a long time tell the others that they are waiting, in order to encourage a response from the hairdresser to do their hair next, however, they remain extremely patient and polite throughout. Children are able to negotiate and cooperate very well. They display good table manners at snack time.

Children enjoy use of a generally good range of interesting and enjoyable resources and activities. Most of which, with the exception of the role play area, are sufficiently challenging and purposeful in order to successfully sustain children's play for considerable periods of time. There are limited opportunities for children to engage in sensory play and explore natural materials. Children chatter happily, using their developing language skills effectively to share ideas and initiate play. Children are able to express their needs very effectively through their increasing vocabulary, body language and facial expression. Staff are very responsive to children and are quick to identify and meet their specific needs. Children benefit from a recently improved outdoor area, which offers a fully enclosed hard surfaced and grassed area, in which they can play at designated times throughout the session. They enjoy a healthy snack and drink and are encouraged to wash their hands before they eat. Good health and hygiene procedures are followed to stop the spread of infection and adults clearly explain why mouths should be covered when coughing.

Children are currently exploring the different types of weather, in particular the rain. They are making a collage of 'Noah's Ark' using tissue paper and glue. Children are imaginative and expressive in their creative play. They paint pictures indoors on the easel, with a selection of different coloured paints and sizes of brush. They also enjoy painting with water onto the fence outside. Children have made colourful displays for the play room walls for all to admire. They also mark make competently using large chalks, fine pens and coloured pencils. Children are separated into two groups to enjoy story and discussion time and all join in enthusiastically. Regular outings are enjoyed to local places of interest and children are developing a good awareness of their local community. Staff are planning to introduce children to composting and intend to install a water butt to collect rainwater this year, in order to promote an awareness of sustainability. Children have grown vegetables in the allotment and they recycle old packaging to make junk models. They are competent and regular users of computer equipment and programmable and interactive toys, such as the electronic till. Children competently build and construct, successfully complete sufficiently challenging puzzles without adult support and count items routinely as they play. Staff enable children to initiate their own ideas for play and interact skilfully to encourage and support their learning and development further. There is evidence that children are

making good levels of progress during their time at the setting.

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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