

Salway Christian Pre-School

Inspection report for early years provision

Unique reference number	128479
Inspection date	17/02/2011
Inspector	Rufia Uddin
Setting address	Salway Evangelical Church, Forest Approach, Woodford Green, Essex, IG8 9BW
Telephone number	02085059619
Email	
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

Salway Christian Pre-school is committee run and registered in 1995. It operates from Salway Evangelical Church in Woodford Green in the London Borough of Redbridge, and is open each weekday from 9.15am to 12.15pm, term time only. A maximum of 30 children from two years may attend the group at any one time. There is a secure, enclosed outdoor play area.

The Pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 43 children on roll. Of these 15 receive funding for early education.

The Pre-school currently supports children who speak English as an additional language. There are currently no children with special educational needs and/or disabilities on roll.

The Pre-school employs eight members of staff, six of these hold appropriate early years qualifications.

The Pre-school receives support from the Early Years Partnership, is participating in the Quilt quality assurance scheme, and has received an Investors in Children award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team support children's learning exceptionally well and have a very good partnership with parents. This, together with staff's good knowledge of the Early Years Foundation Stage, ensures children make very good progress with their learning and development, and their individual needs are met. Children's well being is given priority, and is underpinned by comprehensive policies and procedures. Children are valued, and their uniqueness is recognised. The pre-school is committed to continuous improvement and achieves this through reflective practice and ongoing training. Recommendations from the previous inspection have been successfully addressed, which further demonstrates a commitment to improvement.

What steps need to be taken to improve provision further?

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

- develop further opportunities to promote children's awareness of disability
- update the complaints and safeguarding procedures to include the current telephone number for Ofsted.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. Systems are in place to ensure children are kept safe when at the setting. Staff ensure the main door to the room is closed when children are present. They check the identity of visitors, and record their hours of attendance and their purpose of visit. Staff are vigilant in their supervision of the children. There is a good awareness of safeguarding issues among staff. They all receive regular training on safeguarding and as a consequence children are safeguarded well. Staff have a good understanding about the procedures to follow in the event of having concerns about children in their care, and keep clear records of children's existing injuries. Written policies and procedures on safeguarding children are in place, and these include what to do in the case of an allegation being made against a member of staff. Staff carefully check authorised people collecting children. There are effective recruitment and vetting procedures in place which ensure adults are suitable to work with the children. Risk assessments are comprehensive and cover all aspects of the environment including any outings that may be taken. Records of staff and children's attendance are recorded. Children are taught to keep themselves safe and how to assess risks as they play. Fire drills are practised and clear records kept. Details of accidents and medication are recorded and shared with parents. The required documentation is maintained to a good standard in most respects, although the complaints and safeguarding policies have not been updated to include the current telephone numbers of Ofsted.

The pre-school has a Christian ethos, and children listen to a daily bible story and learn about the miracles of Jesus. Although there is a limited range of activities to promote children's understanding of disability, the group promotes inclusion by welcoming all families, helping new children to settle quickly, and offering additional support where appropriate. Staff demonstrated an awareness and knowledge about the procedures they would follow in the event of children attending who had special educational needs and/or disabilities or English as an additional language. Staff are aware of the need to share information with other early years settings to support children's learning. Staff have undertaken training, for example in makaton, to ensure they are able to meet children's specific care needs and provide an inclusive setting. The group was part of the Every Child A Talker scheme which provided training opportunities.

Resources are in good condition, balanced and easily accessible for all children. They are used effectively to help children learn and achieve. Staff have a good working knowledge and understanding regarding the Early Years Foundation Stage, consequently children are progressing well in their learning and development. Staff complete detailed observation and assessments that link clearly to the planning of activities. They identify children's starting points, next steps and interests and consequently, targets for children are good and the outcomes for children are good.

The pre-school is very good at working in partnership with parents. All necessary written parental permissions are in place. Parents receive a warm welcome into the

setting and are actively involved in a range of activities, including stay and play mornings and parents' consultation mornings. Parents come in to see records of profiles, and they are encouraged to share their skills and cultures. Workshops help parents to learn more about how their children learn, and how to support them. Families are provided with good quality information about the provision. They are encouraged to share what they know about their children and become actively involved in their learning. For example, book sacks can be taken home from the setting to support reading and language work. Parents comment positively on the organisation and the progress their child is making in their learning and development. Regular detailed information is shared with parents both verbally and in writing. Regular newsletters, questionnaires and the notice board are all used to keep parents informed and involved. Parents commented about the good balance of activities provided and the good information that is shared with them. This ensures that adults are able to contribute towards children's learning. The pre-school is establishing links with other providers delivering the Early Years Foundation Stage for children attending the setting, to promote continuity of care and learning. The group is introducing a transition report for parents to give to their child's new teacher when they start school, to give the teacher an overview of the child's stage of learning and development, and of any areas of support that are needed.

The self-evaluation process reflects rigorous monitoring of what the setting does well and what needs to be improved. Actions are well targeted to bring about improvement. All recommendations from the last inspection have been thoroughly and successfully addressed. All staff have contributed to the process and work hard together to provide high quality childcare. Staff are highly motivated and have drive and ambition to secure improvement. They are inspirational and motivate children to learn and enjoy their play.

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

Children's learning and development are promoted very well. The environment is organised effectively to accommodate children's play, and they freely access a wide range of interesting resources from low-level storage units to extend their play. Children are well supported by key persons who readily involve themselves in children's chosen play activities. Children are enthusiastic in their approach to learning, and confidently express their ideas. They play co-operatively, taking turns when using the puzzles and art equipment, and become engrossed in their play. Children receive good support from enthusiastic staff when learning skills such as throwing and catching balls. Their fine motor skills and hand eye co-ordination are also developed as they have access to a wide range of painting and writing tools, and children are competent when selecting and using small equipment such as scissors and glue sticks.

Children enthusiastically chat about what they are doing. Staff use open-ended questions well to seek out what children already know, encourage children to think, and challenge more able children. Children develop their spoken language

well through conversations and answering questions. Children develop effective understanding of written language through the use of books, labels, and activities on letters and sounds. Children eagerly use resources such as easels and pens in their role play to write lists. Children role play using items of modern day technology such as telephones and computers. Children have very good opportunities to develop their creative skills. They enjoy painting and exploring textures. They engage in messy play, for example using corn flour. They squeeze paint between their fingers, and put it onto the paper, they are also encouraged to use large pieces of paper on the table to do hand painting. Children take great pride in their work and proudly show everyone what they have done. Children's health is promoted by physical activities, for example riding on tricycles and bicycles. Children have opportunities to climb on a climbing frame, which promotes co-ordination and balance. They also enjoy the dance sessions when they dance to music, hop, stand on tiptoes, and perform familiar actions to songs. Children benefit from opportunities to play in the outdoor area where they can use a trampoline and play with sand. Participation in recycling, as well as a range of interesting outings, enables children to learn about their environment and extends and widens their play and learning experiences. Children benefit from opportunities to develop skills for the future. They develop their information technology skills by playing with the computer, where they develop their problem solving, reasoning and numeracy skills.

A range of activities allows children to choose and extend their interests. Resources including those used in role play, puzzles and books reflect a range of cultures and backgrounds, and this supports children's positive experience of equality and diversity. Children value themselves and their peers. They benefit from opportunities to learn about the wider world and they engage in role play where they are booking holidays. Staff have a clear understanding of how children learn and know their key children very well. They are able to plan a wide variety of activities which meet the interests of each and every child. Particular attention is paid to the inclusion of all children. Through careful observations and consultation with parents staff identify areas for development, and as a result all children in the pre-school make good progress. Children benefit from flexible planning which enables many activities to be child-led. Children are able to make choices and are keen to explore and try new experiences. Planning includes outdoor play. Warm relationships have developed between children and staff and, as a result, children are responsive to staff. They clearly know the pre-school rules regarding personal safety and are quick to remind their peers when they are doing something potentially dangerous. Staff use positive and consistent strategies to manage unacceptable behaviour and skilfully support children to negotiate and take turns. Consequently, children begin to learn right from wrong in a calm atmosphere. Children are well mannered and polite. They are becoming aware of the needs of others. Children are frequently praised and encouraged, fostering self-belief.

Children's welfare is successfully promoted as children learn how to keep themselves healthy. They talk about removing germs from their hands as they wash before eating or after art activities. Children readily help themselves to drinks ensuring they remain well-hydrated. Healthy eating principles are encouraged as children chat with staff during snack-time. Children enjoy nutritious snacks which include fresh fruit and chopped vegetables. Children enjoy the relaxed, friendly

atmosphere within the setting. Consequently, they are happy, and make very good progress in their learning and development.

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	1

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	1
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

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