

Christ Church Creekmoor Little Oaks Pre-School

Inspection report for early years provision

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EY272083

Inspection date

01/03/2011

Inspector

Bridget Copson

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Christ Church Creekmoor Little Oaks Pre-School was registered in 2003 and operates from the Creekmoor youth centre in Poole, Dorset. The premises is situated on the ground floor with use of the main hall, small room, sports hall and two outdoor play areas.

A maximum of 30 children aged from two to the end of the early years age group may attend the pre-school at any one time. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is open every weekday, term time only, from 9.15am until 12.15pm. There are currently 40 children on roll, all of whom are in the early years age group. The pre-school cares for children who learn English as an additional language and children with special educational needs and/or disabilities.

The pre-school employs five staff, most of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met with care and consistency by a well organised team of staff. This is enhanced through good partnerships with parents, although they are not involved in the early assessments of children's learning on admission. Children's uniqueness is valued, although not always reflected fully within the setting to promote their sense of belonging. Children's learning is planned, monitored and promoted successfully on an individual basis. As a result, children are making good progress through the Early Years Foundation Stage. The setting is committed to maintaining sustainable improvements. Staff have made many improvements to the quality of provision since the last inspection to further promote the Every Child Matters outcomes for children.

What steps need to be taken to improve provision further?

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

- provide a positive reflection of each child within the setting, including their cultural background to promote their sense of self
- obtain more information from parents on admission regarding children's starting points to inform early assessments of their learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is of paramount importance to staff who implement highly effective systems to assure their safety and well-being at all times. Employment and vetting procedures ensure staff are suitable to work with children and regular appraisals monitor their ongoing suitability. Daily checklists, fire practices, rigorous routines and risk assessments ensure good standards of hygiene and high standards of safety are monitored and maintained. In addition, staff have a very good knowledge and understanding of their child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children.

Staff work effectively as a team to provide a warm and welcoming environment for children's arrival with well prepared activities. They communicate efficiently to ensure sessions run smoothly and children's enjoyment is not hindered. Staff interact with enthusiasm and create a positive and lively environment. As a result, children behave well and treat others with kindness and consideration. They benefit from consistent messages and a good example in developing their understanding of the needs and feelings of others.

Staff have successful systems for monitoring and evaluating the quality of provision. This includes an Ofsted self-evaluation record, staff meetings and links with the local authority. From this they develop action plans to identify and promote improvements within the setting.

Successful partnerships have been established with parents who are provided with comprehensive information to support them in making an informed choice. Parents provide staff with information regarding their child's needs, and preferences, although not their actual developmental stage. They also benefit from a home visit from the key person. Parents are kept well informed through displays, newsletters and topic sheets to encourage them to get involved at home. Parents' views are also valued and sought through questionnaires and exchanging information regarding their child's development at consultation meetings. Successful links have been established with most of the other settings children attend to further promote consistency of their care and learning.

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

Children enjoy a good balance of play provision and learning resources which are easily accessible to promote independent play. They benefit from an enabling environment with defined areas of play, plenty of space to play unhindered and free-flow between the indoor and outside play areas. Children's learning is planned, monitored and promoted well for each individual. Staff monitor key children's interests and progress through written records of their observations from which they identify next steps in their learning. This information is used each week to develop meaningful plans to promote their ongoing development. They make

good use of the continuous provision and planned activities linked to changing topics, currently focusing on wheels as part of the 'Things that move' topic. As a result, children are making connections in their learning within the activities they enjoy most. Parents are involved in their child's learning and progress through regular consultation meetings and suggested activities to do at home. However, they are not involved in contributing to the early assessments of their child's development on admission.

Children arrive happy and full of enthusiasm, quickly seeking out staff, friends and favourite activities. They demonstrate their enjoyment through focussing well in their chosen play, their developing friendships and roaring with laughter at things they find funny. Children's communication, language and literacy are developing well. They are learning to listen intently and many children express themselves confidently. They enjoy answering questions, sharing their knowledge and recalling events. Children all mark make freely and with purpose both indoors and outside and some can write correctly formed letters. Children are developing a good understanding of numbers. For example, they count frequently in their play and are learning to recognise numerals. They problem solve through completing puzzles, computer programmes and through sorting objects.

Children are learning about the environment and their part in the local community. They meet several members of the community, such as the police, fire department, members of the church and visit the library. They also learn about diversity through meeting overseas students, exploring some festivals from around the world and using multi-cultural play provision. Children attend from different cultural backgrounds, which are not well reflected within the setting to promote their sense of self. Children use their imaginations well. For example, they dress up, play with many small world and constructional toys and explore different media and materials in creative and sensory activities. They enjoy music and join in singing and movement activities with enthusiasm and delight.

Children feel extremely safe and secure within the setting. This is nurtured through the warm and loving relationships established with staff, high standards of safety and supervision. Children learn about keeping safe very well through fire drills, safe play rules and meeting members of the emergency services. Their health is promoted effectively through the provision of a clean and hygienic environment in which staff follow and promote good hygiene practices and routines. Children are developing a good attitude to healthy lifestyles. They benefit from nutritious snacks and access to drinking water at all times. In addition, the well resourced outdoor play area supports children's physical development and allows more active children to run freely throughout much of the session.

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	1
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	1
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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