

Church House Pre-School

Inspection report for early years provision

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Inspector

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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

Church House Pre-School opened in 1963 and operates as an independent charity governed by an elected committee. It runs from a large hall in the town of Edenbridge, Kent. The pre-school is open each weekday from 9.15am to 12.15, term time only. All children share access to 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. A maximum of 30 children may attend the pre-school at any one time. There are currently 38 children aged from two to under five years on roll. The pre-school has experience of supporting children with learning difficulties and/or disabilities and children who speak English as an additional language. The setting provides funded early education for three and four-year-olds.

The pre-school employs nine members of staff. Over half of which hold appropriate early years qualifications and one working towards an early years Degree. The pre-school receives support from the local authority early years professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning is effectively supported by staff who work hard to ensure their needs are met. Children play within a safe and stimulating environment. Excellent arrangements are in place to work in partnership with parents, carers and other professionals and rigorous self-evaluation enables staff to target improvements specifically to reflect the needs of the children and their families. This ensures continuous improvement to promote good outcomes for children.

What steps need to be taken to improve provision further?

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

- overcome problems in accessing and using the outdoor environment because of the design or organisation of the building so children make effective use of the outdoors
- improve the organisation at circle time for the younger children so they spend less time waiting passively

The effectiveness of leadership and management of the early years provision

Children's welfare is well promoted because staff understand child protection issues and know what to do in the event of a concern. Children are cared for by suitably vetted adults and recruitment procedures are effective. The required records and procedures are all in place, helping to promote children's welfare effectively. The use of risk assessment and daily checks is good. This includes an outdoor area, although access is under supervision only, which impacts on when the children can use the area. A visitors' book is used to record visits to the pre-school and staff are vigilant to support children's well-being. Staff are committed to protecting children and use the key person system to provide a supportive role to the children in their care. The environment is safe, secure and welcoming to children

Children benefit from the providers commitment to continuous improvement. The previous recommendations from the last inspection have been met and the setting is fully inclusive in relation to seeking external views and ideas to improve the provision for children. The good range of toys, resources and experiences help all children to make good progress in relation to their starting points. Staff deployment is good and the professional development of all staff is promoted on an ongoing basis. This helps to provide good quality care and education for the children.

Equality and diversity issues are integral to all areas of practice. For example, the planning, progress and development of the different groups of children is well promoted. Policies and procedures are inclusive to parents and their wishes fully respected. The setting is accessible and the learning environment and resources are equally available to all children helping them to reach their full potential.

The use of self-evaluation is good. The Ofsted document has been fully used as an ongoing evaluation tool and clear action has been taken to deliver any identified improvements. This input helps to secure good quality outcomes for the children.

The partnership with parents is excellent. Parental views are sought and acted on through management committee meetings, questionnaires, with any suggestions being implemented where possible and daily communication and information sharing within the setting. A very good range of information is shared including a new daily update book on children's progress. Parents value the service provided and children are well supported between the home and pre-school environment. A settling-in period is implemented which includes visits to the setting and the completion of documentation by the staff and the parents, including a child profile. This provides information to the key person to gain an understanding about the child and begin to plan for their future development. A notice board and regular newsletters keep parents informed about events happening at the pre-school and the opportunity for them to be involved. Children's assessment records are shared with the parents on a regular basis. Children benefit from clear partnership working with a range of outside agencies, services and other settings to ensure that children receive consistent support from all those involved in their care and

education.

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

Children enjoy the effective input of staff as they play and learn together. For example, they listen and respond well to adult questioning, which promotes their interest and encourages them to think and respond in a range of situations. Children interact well with their carers who are good role models and encourage their participation in all activities. The quality of the learning environment is good and enables every child to freely access a broad range of activities that cover all areas of learning. Toys and resources include many positive images of diversity, helping even the youngest children to develop an awareness of diversity in society.

Children are settled within the setting and develop good relationships with staff and one another. The younger children are not afraid to seek support from familiar carers and older children show good levels of independence and confidence with various tasks and activities. However, this is less evident at circle time with the younger children as the organisation is too rigid as they prepare for the end of the session. Children love books and stories and attempt to write their own names. They locate resources, routines and simple words and numbers through effective environmental print. Staff include all children in meaningful communication, both verbal and through signing. This supports learning for all children including those who speak English as an additional language. Stimulating activities encourage children to explore simple letters and sounds. Overall their communication, language and literacy skills are well promoted.

Children persevere at tasks, which helps them to make progress in their learning. For example, children explore interactive toys and resources and older children are competent when using a computer and other programmable resources. This enables all children to problem solve and discover how things work for themselves. Children develop their knowledge and understanding of the world around them, for example, visits from a wide selection of the community. They also have their own outdoor play area in which to explore and learn. Activities, including sand, soil and water, help to develop children's investigation skills. Plenty of physical activity is encouraged, including outdoor experiences with equipment to help promote larger muscle movements. Children of all ages and stages of development enjoy role play. For example, some play with phones and walkie-talkies while others engage in small world activities that help them recreate real life scenarios through play. Overall, children develop the necessary skills for their future learning.

Children learn about safety issues through the effective input of staff. They practise the emergency evacuation procedure regularly, and learn about pre-school boundaries and rules to keep themselves and others safe. They demonstrate a sense of security within the setting through the warm interactions shared with staff and one another. They are confident and independent with many tasks and show a strong sense of belonging.

Children's good health is well promoted, for instance, through regular physical activity. They have freedom of choice regarding the healthy snacks they eat, for example, fruit, vegetables and cereal with milk and help themselves to a drink whenever they are thirsty. They are involved in growing their own produce to learn about eating healthily. Good health and hygiene practises, such as regular hand washing, help to prevent the spread of infection.

Children are polite and generally well behaved. They are heard to negotiate roles and behave in ways that are kind and thoughtful to others. For example, they make up a toy fire engine from large boxes and say 'it's your turn to sit in' and learn to share and take turns well. Staff are good role models and spend much of their time encouraging children and praising them for their individual achievements and good behaviour. This promotes their sense of self-esteem 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	1
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	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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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