

Christchurch Pre-School

Inspection report for early years provision

Unique reference number	227269
Inspection date	07/04/2011
Inspector	Sally Wride
Setting address	Quinton Church Parish Hall, 773 Hagley Road West, Birmingham, West Midlands, B32 1AJ
Telephone number	07956 053513
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

Christchurch Pre-School opened in 1987. It operates from premises belonging to Christchurch the Quinton Parish Church within the Quinton area of Birmingham. It has the use of a large hall and a smaller room. The pre-school serves the local area and has strong links with local schools. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

A maximum of 24 children may attend the pre-school at any one time. There are currently 42 children on roll who are within the early years age range. Of these, 37 children receive funding for early education.

The pre-school is open during school term times from 9.10am until 12.10pm on a Monday and Wednesday and from 9.10am to 3.10pm on a Tuesday, Thursday and Friday. Children are able to attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities and who speak English as an additional language.

The pre-school employs seven members of staff who work with the children. All staff hold appropriate early years qualifications to National Vocational Qualification Level 2 or 3. There are two members of staff currently working towards a recognised higher level qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled in their safe and inclusive care and learning environment. All children are valued as individuals and benefit from a wide range of well-planned activities and play opportunities that support them to make good progress in their learning and development. Opportunities for children to play and learn outdoors are a highly positive feature of this provision. Relationships between staff, parents and other professionals are well established to ensure children receive continuity and consistency in their early years experience. Effective systems of self-evaluation ensure that the setting's strengths and most areas for development are known and planned for and that continuous improvements are made for the benefit of the children who attend.

What steps need to be taken to improve provision further?

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

- ensure children's records are only accessible to those who have a right or professional need to see them
- develop further the analysis of observations to ensure children's achievements and their needs for further support are highlighted.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted and safeguarded through the effective implementation of robust safeguarding policies and procedures. Managers and staff have a good knowledge and understanding of the known indicators of child abuse and also of the action to be taken in the event of a concern about a child in their care. Their knowledge and understanding is kept up-to-date through access to relevant training and that practices are adapted to ensure children are protected. For example, the setting have recently introduced a strict policy whereby no person is permitted to use their mobile phone onsite and ensure this is consistently implemented by staff and visitors to the setting. Robust recruitment, vetting and induction arrangements ensure children are cared for by safe, suitable and knowledgeable adults who have a clear understanding of their roles and responsibilities. All staff are subject to a yearly appraisal process where their ongoing suitability is ascertained and their training and development needs are identified. All staff have very good opportunities to develop their professional knowledge and skills through training which is accessed to ensure that children receive high quality care and educational experiences supported by well qualified and knowledgeable adults. Records, policies and procedures required for the safe and efficient management of the setting are used well in practice to ensure children's needs are met. However, the accident record does not ensure that children's confidentiality is maintained as entries into the record are visible to parents of other children. Good arrangements are in place in relation to risk assessing outings and indoor and outdoor spaces available to children. Positive action is taken to ensure perceived hazards are minimised, with staff undertaking ongoing visual checks of the premises to ensure it remains safe and secure.

The manager and her staff team are fully committed to ensuring all children receive a positive early years care and learning experience. They place children at the heart of their work and work together as a strong and motivated team to ensure children have fun and learn through their play. As a result, all children make good progress in relation to their capabilities and starting points. Managers and staff have worked together to reflect on their practice and to identify their key strengths and most areas in need of future development. They have clear plans in place for the future to ensure the high standards achieved are maintained and developed. The views of parents, children and other professionals are actively sought and their feedback and suggestions are valued and used to inform plans for the future. Positive action has been taken to address all recommendations raised at the last inspection, which has improved outcomes for children. A recent fundraising drive has led to the development of a very well-planned outdoor play area which children use freely throughout the day. The area is very well equipped with resources that support and develop children's physical skills and control while also promoting other areas of learning.

The setting's special educational needs coordinator is well qualified and knowledgeable in her role. She has attended relevant training that enables her to support children with special educational needs and/or disabilities very well.

Children benefit from well-targeted individual education plans which are developed in full partnership with parents and professionals from external agencies. All involved in the children's care work together to ensure that they make good progress in line with their unique needs. Staff use Makaton sign language with children within the setting to ensure that those with English as an additional language and speech delays are able to communicate their needs and play a full part in the life of the inclusive pre-school setting. Well-established relationships with teachers from local schools support children's transition to school. Children visit their future schools with the staff at the setting to familiarise themselves with the school environment and class teachers. Teachers also visit children within the setting and engage in discussions with their key workers to ensure they are well informed about children's welfare, learning and development needs. While there are currently no children on roll who attend other providers delivering the Early Years Foundation Stage, effective plans are in place for exchanging information to ensure that all involved in the child's care are well informed about children's needs. Relationships between parents and the staff are strong. Parents spoken to during the course of the inspection express their great satisfaction with the service provided and the progress their children make. They are very well informed about their children's well-being and achievements and have ongoing access to their children's learning journals. Their involvement in their children's learning and development is greatly encouraged and valued. For example, parents are provided with their children's records during school holiday times for them to review and add in their comments and suggestions in relation to their children's progress and next steps of learning. Formal meetings take place twice yearly for parents to meet with their children's key workers to plan for their children's future learning needs. Parents receive a wealth of information about the setting in a well-presented welcome pack. This includes details about the Early Years Foundation Stage, six areas of learning and the setting's range of policies and procedures. They are kept up-to-date about planned activities and events through regular newsletters and well-presented displays, and engage in daily exchanges of information with staff. These communications provide parents with information that enables them to support their children's learning from home. In addition, they are invited to attend events, such as, the Christmas show, Easter bonnet parade and trips further a field to take part in fun activities with their children.

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

Children thoroughly enjoy their time at pre-school and make good progress in their learning and development. All children have access to a good range of activities and experiences through the well-balanced and planned curriculum that covers all six areas of learning. Children's key persons have a good understanding of their children's individual needs and use this to inform the effective planning, observation and assessment system. However, while this ensures children's next steps for learning are known by staff, the frequency of next steps identified in planning and assessment documents are yet to fully reflect staff knowledge. Children behave very well and demonstrate that they feel safe in the care of the trusted staff team. They settle quickly upon their arrival and enjoy the company of staff and their involvement in play. Children's independence is developing well. For

example, as they make decisions about where they would like to play and how they would like to spend their time. They learn about keeping themselves healthy and well as they follow good hygiene practices and enjoy healthy snacks which meet with their individual dietary needs and preferences. They are well hydrated as they have free access to drinks throughout the day. Children staying for their lunch time meal eat packed lunches they bring with them from home. They learn about the benefits of eating a healthy diet as they engage in discussions with staff about what they are eating and more and less healthy foods. Children's cultures and family backgrounds are widely celebrated within the setting and in full partnership with parents. For example, children recently explored the Afghan New Year and enjoyed tasting traditional celebratory foods as part of the event, provided by parents of children on roll.

Children's ongoing access to their outdoor environment is a key strength of this setting. They benefit from access to fresh air throughout the year and make very good progress in their physical development. For example, they use their skills to climb up and down the steps of climbing apparatus and skilfully pedal bikes and operate scooters as they negotiate space and steer their vehicles around the painted roadway. Staff extend children's understanding of road safety during their play, for example, as they talk to children playing on vehicles about stopping at the crossing to allow children pushing dolls in prams to safely cross the road while also using the green cross code. They balance on, step through and roll tyres and use their aiming skills to throw objects at different targets. This also develops their understanding of number and shape as they talk about the object or number they are aiming for. Children interact very well with their peers and engage in conversations as they play. They make good use of the outdoor classroom to sit and chat with their peers and the staff, drawing pictures and writing for their own purpose. They use their senses to explore sand and soil and explore volume and capacity as they pour from one container to another. They develop their counting and sorting skills and they move beads around on the abacus and compare which line of beads has more or less. Their problem solving skills develop as they fill water troughs with water, opening taps and observing the water pouring from one section to another. They learn about sustainability as they recycle materials when they create colourful weavings on the bars of the fence and enjoy watching the effects of the weather as the wind blows their wind chimes. They investigate different textures as they take rubbings on different surfaces, such as, decking, bricks and stones and compare the different patterns. Children programme electronic toys to make them move in different directions and develop an understanding of position as they move them to the left, right, forwards and backwards. They develop mouse and keyboard skills as they use the computer and play on table top laptops.

Children build and design with a range of blocks and concentrate as they piece together roadways and tracks for their cars and trains. They cooperate, share, take turns and negotiate how they wish their track to be built; working in partnership with each other to create their plans. Children's creativity is developed through freely chosen art activities where they make independent decisions about which materials to use for their crafts. They also engage in structured art activities. For example, as they create collage flowers in pots as Easter gifts for their families. They enjoy role play and use their imaginations as they construct with building

materials and tools. Girls and boys are confident to take on different roles, such as girls hammering as they state, 'I'm putting a picture on the wall'. They also take on roles, such as an optician, where they test their eye sight, read from the letter chart and check out their appearance in mirrors as they try on different shaped and sized glasses. Children explore change and growth as they plant and tend to sunflowers and lettuce. They learn about the care of birds as they ensure they have seeds available throughout the year and enjoy sitting quietly to observe blue tits nesting in the bird box. They make binoculars for their bird watching and understand that they need to be quiet so they do not scare the birds away. Children enjoy reading books and listening to stories and their writing skills are developing well as they begin to write their names and form recognisable letters. They create music using a range of instruments and confidently join in with familiar rhymes and songs. Children are rewarded for their efforts and achievements with positive praise and encouragement. They also receive stickers for their achievements and proudly show these off to staff, parents and friends, which develops their self-esteem. Any behavioural issues that arise are discussed in full with children to ensure they gain an understanding of the consequences of their actions. All children are encouraged to follow their own agreed rules of the setting, for example, being kind to their friends and sharing the toys. Through a very good range of stimulating activities, children develop good skills for the future.

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

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