

Canford Heath Church Pre-School 1 and 2

Inspection report for early years provision

Unique reference number	109555
Inspection date	08/04/2011
Inspector	Lorraine Sparey
Setting address	Canford Heath United Reformed Church, Mitchell Road, Canford Heath, Poole, Dorset, BH17 8UE
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Type of setting	Childcare on non-domestic premises

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Introduction

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Description of the setting

Canford Heath Church Pre-School is committee run and opened in 1971. It operates from various halls and rooms in a church and youth centre building in Canford Heath, Poole. The setting is divided into two classes and there is an area at the front of the building which is used for outdoor play. It is open each weekday from 9.15am to 12.15pm during the school term, with a lunch club from 11.45am to 12.45pm. Two additional sessions are run in the afternoons for two year olds from January to July.

The pre-school is registered on the Early Years Register for a maximum of 52 children. There are currently 69 children on roll. They receive nursery education funding for three and four-year-olds. The majority of the children come from the local area. The setting supports children with special educational needs and/or disabilities, and children who learn English as an additional language.

The setting employs nine members of staff, all of whom including the group leaders hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely independent and highly motivated in their learning. Exceptionally skilled staff are exceptionally good at promoting inclusion with all children. Overall, they deliver an effective curriculum tailored to individual children's needs and to value children's uniqueness. Consequently, children are making very rapid progress in all areas of their learning. Extremely effective procedures are in place to monitor and evaluate the provision including staff, parents, committee and children to ensure continuous improvement is maintained.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing opportunities for children to be creative in the outdoor area.

The effectiveness of leadership and management of the early years provision

Children's welfare is exceptionally well supported. Staff demonstrate very secure knowledge and understanding of possible issues and highly effective procedures to follow in the event of a concern regarding children's welfare. Staff place a high emphasis on safety ensuring that children are encouraged to begin to take

responsibility for their own safety and behaviour. Rigorous and robust recruitment and vetting procedures ensure that adults are suitable to work with children. Excellent introduction procedures and annual appraisals provide opportunities to review staff performance and discuss training opportunities. Highly skilled and committed staff work exceptionally well together enhancing children's play and learning opportunities. They clearly enjoy their work, actively engaging with the children promoting their independence through providing a rich and vibrant learning environment.

Staff use the space available exceptionally well. Children have opportunities to use the outside area on a rota basis and they make good use of the sports hall and play rooms. There is an extensive range of equipment which the children can freely choose from depending on what they would like to play. Staff are particularly skilled at supporting children especially those with additional needs to ensure they are narrowing the gap in achievement. There is an extensive range of resources to promote many aspects of our diverse society and staff value every child's individuality. As a result children and staff truly value and respect differences.

Highly successful systems are in place to monitor and evaluate the provision. Everyone is included in the decision-making to ensure the provision reflects the needs of the families attending at the time. Staff welcome training opportunities and clearly implement new skills learnt. For example, staff have embraced the Every Child a Talker national programme and as a result children's communication skills have improved greatly. The local authority recognise the setting is exceptionally well organised. They recently acknowledged the 'effective child centred approach', the 'partnerships they build with other agencies especially around special educational needs and inclusion', and 'engaging in working with parents to support better outcomes for children'.

Staff clearly value their relationships with parents and carers. They are exceptionally proactive in engaging parents in their child's learning and development. Parents are encouraged to be fully involved in all aspects of the setting. Parents value the open and friendly approach enabling them to be confident that their child is getting the best start in their care and education. Parents feel staff are good communicators and their children clearly enjoy coming to the setting. Staff develop exceptionally positive relationships with other early years professionals and settings. They work extremely closely together to ensure children reach their full potential regardless of their starting points. As a result all children are exceptionally well catered for.

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

Children thrive in the setting, they are eager to come in and quickly engage in purposeful play and learning opportunities. They are confident, motivated and independent learners who are gaining valuable skills for the future. Children are developing exceptionally good relationships both with the adults and the children

in the setting. They actively seek out other children to play. A child invites visiting adult to join in their play. They draw scary monsters and invite them to look at books with them. Children's language skills are developing exceptionally well. They are confident to explain their ideas and thinking both on an individual level and in larger groups. At snack time a three-year-old explains to another child 'If you pour too much into the cup you will spill it'. Other children are totally absorbed in the hospital role play area. They use a range of different resources explaining what they are doing. For example, a child tells an adult 'Your arm is broken; we need to bandage it up to let it get better'. Children's levels of concentration are exceptionally good. They focus on the activity in hand and spend considerable time developing new skills and reinforcing existing skills. Several children co-operate as they complete a large floor puzzle working out where the various pieces go. They show obvious pleasure and enjoyment when they finish the task and are keen to show adults who praise their achievements. Children competently use a variety of technology resources such as a CD player. Children thoroughly enjoy listening to well-known music and joining in with their own instruments. Other children use walkie-talkies, digital cameras and computers demonstrating excellent understanding. Children enjoy being creative however, on occasions this is not fully supported in the outdoor area.

Staff are highly skilled in delivering an effective and stimulating curriculum tailored to children's individual needs and interests. They clearly know the children's individual needs and abilities and adapt activities and play opportunities to ensure that every child can participate regardless of their ability. Staff actively engage with children promoting and enhancing their learning and development. For example, during snack time a member of staff asks them to count how many children on their table and think about how they can make sure each child has a piece of pear. A child immediately says 'you need to cut it into six pieces.' Children are proud of their learning journeys and parents report they really enjoy looking through them and being involved in developing the next steps. Staff clearly value parental involvement particularly in keeping up-to-date with children's progress and interests.

Children understanding of supporting their own health and safety are exceptionally well promoted. As a result children are confident to complete risk assessments identifying any potential hazards. The use of photographs enable even the youngest children to be involved. They are confident to blow their own noses and excellent resources are available to ensure that every child's independence is supported. For example, boxes of tissues and mirrors are positioned around the play area to promote their independence. Children benefit from healthy and nutritious snacks and there are lots of discussions about exercise and the effects on our bodies. Children's behaviour is exemplary; they show exceptional kindness to each other and the adults. When a visiting adult asks to sit with them they respond 'of course you can'. They benefit from the staff being positive role models in the way they speak to the children and each other. Children's ideas are respected and valued particularly with regards to the expectations and boundaries within the preschool environment. Children's home lives are celebrated enabling them to share and value other cultures. At different times throughout the year staff use snack time as a way of promoting other cultures and children taste food

from around the world.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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