

The Coton Green Church Pre-School

Inspection report for early years provision

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Inspector

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

The pre-school was registered in 1993 and is run by the Trustees of the Coton Green Church committee. It operates from three rooms on the first floor of the Coton Centre, situated on the outskirts of Tamworth town centre, Staffordshire. The setting serves the local community and families from surrounding towns and villages. The pre-school is open each weekday from 9.15am until 1.15pm, term time only.

There are currently 34 children in the early years age group on roll. Of these, 28 children receive funding for early education. The pre-school is also registered on the compulsory and voluntary parts of the Childcare register. The nursery currently supports children with special educational needs and/or disabilities.

The nursery employs five members of staff. All hold appropriate early years qualifications, two at level 4 and three at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy and feel safe and secure with the staff group. They are provided with an extensive range of play activities which ensures they are making excellent progress in all areas of learning. Staff have a superb understanding of the Early Years Foundation Stage. Well-written policies and procedures underpin practice and the majority of required documentation is completed accurately. There are professional partnerships with parents and other settings. All staff hold current enhanced criminal record bureau checks and the group demonstrate an excellent capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- ensuring all children's documents are up-to-date.

The effectiveness of leadership and management of the early years provision

Staff are totally committed to safeguarding children and are very well-informed about procedures required to keep children safe, including the requirements of the Local Safeguarding Children Board. Policies, procedures and documentation for the effective and safe running of the setting are well-organised and effectively implemented. However, although the group have updated their children's information forms, not all have been checked for accuracy. Parents have access to copies of all policies and procedures, ensuring they are fully aware of how the

group operates and the care provided for their children. Staff actively promote all areas of equal opportunity and inclusion and provide a wide range of resources and activities to support children's understanding. The indoor and outdoor environments are risk assessed to ensure any potential hazards to children are minimised or removed. A regular checking and cleaning schedule ensures children are kept safe and that the risk of cross-infection is minimised.

Staff have a clear vision for the future of the pre-school and have identified areas for improvement. These include, refining their recording of observations, rolling out additional training to the whole staff group and continually assessing their practice. The staff group is strongly committed to continuous improvement to enhance opportunities and outcomes for children's learning and development. They appropriately managed previous recommendations to improve children's health and have changed snack time to provide greater independence for them. Staff are proactive in obtaining the opinions of parents and reflect critically on their practice at all times. Communication, both with parents and children, is a strength. Parents have access to daily discussions, regular questionnaires are issued and they are welcome at any time to make appointments to discuss any areas of concern. They are actively encouraged to be fully involved in all aspects of their child's care and learning. Recent comments from parents included 'you have always supported my family as well as my child', 'patient, wonderful staff' and 'you inspire confidence and independence, you see the child's potential and extend their learning'. The group have excellent relationships with other settings children attend or are moving on to. They are very happy to work with other professionals or outside agencies for the benefit of the children.

Staff actively promote the uniqueness and individuality of each child. They provide superb age-appropriate activities and resources which inspire children's interest and curiosity. This ensures all children can participate in all play opportunities regardless of gender, background, ability or disability. Children are encouraged to be proactive in their own learning. Staff ask open-ended questions, react positively to child-led or child-initiated activities and encourage children to explore and investigate their surroundings. All children and families are highly valued and respected.

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

Children make outstanding progress as they take part in a very wide range of enjoyable and stimulating activities. They are exceptionally well settled and relaxed and are given a high level of support that ensures they develop fully as individuals in a holistic environment. Well-thought-out planning ensures children are provided with an extensive range of creative learning experiences which keeps them involved and eager to learn. Information is obtained about children's starting points and extensive observations are undertaken. Thorough assessments of children's progress ensure all aspects of their individual needs are met. Children's next steps are clearly traceable through 'learning journey' folders which provide sound evidence of identified, well-managed areas for progression and development.

Children are exceptionally confident when exploring the environment, both indoors and out. They play a full and active role in their own learning, make choices, decisions and extend activities, with staff providing support as appropriate. A superb range of activities help children understand the wider world as they explore the natural environment, both in the garden and through well-thought-out topics. Children have a planting area and grow a wide range of vegetables and herbs which they pick and eat. They understand about the seasons and complete a tree display with leaves, buds and blossom. They understand the differences in mini-bugs and count their legs, spots and wings. They discuss other cultures, abilities and disabilities and celebrate festivals through a range of art and craft activities, stories and different cultural foods. Children have an excellent range of resources to promote their independent learning. They freely express their feelings, ask for help when they need it and willingly share. Children play well, both independently and together. They understand why they need to take turns and are provided with very good information about emotions and how their behaviour affects others.

Staff are exceptionally good at promoting communication skills and this enables children to develop skills for their future. They make excellent progress in their communication, language, problem-solving and number skills as they enjoy a range of challenging and exciting experiences. For example, while playing with magnets children quickly grasp the idea that different sides of the magnets, either attract or repel each other. They use this knowledge to make cars move and play people dance up and down on a pole. They are eager and excited while discussing the pros and cons of fruit versus cake during an imaginative play picnic. They extend this activity as they ask the staff member to be a health visitor. They find the scales and stethoscope, discuss their baby's growth and decide what food they are using for weaning. During all activities children name colours, identify shapes and display a great enthusiasm for learning. Children have access to an extensive range of writing and drawing activities and their work is displayed. Planning is linked to the six areas of learning, shows the learning intent and includes any additional child-initiated activities that resulted from the planned activity. Children are actively encouraged to access books, sing songs, explore and investigate. They enjoy physical activities both indoors and out and play outdoors in most weathers. They enjoy building their own path across the hill, use the cement mixer to make bricks and enthusiastically water their plants.

Children have a strong sense of belonging in the security of the group. They show they feel safe and are confident to ask why visitors are present. They include them in their games and explain what transport they are going to use when they go on holiday. There is clear affection between the children and staff. Children show their understanding of keeping themselves safe through their generally excellent behaviour and consideration of one another. They show they understand safety rules as they carefully walk down the stairs holding the hand rail.

Children show they understand about a healthy lifestyle as they make informed choices about what they eat. They understand where their food comes from as they grow their own vegetables and are clear about what is good for them and what they can eat in moderation. Staff discuss healthy eating and exercise regularly during the day. Children understand how healthy food makes them grow

and develop strong muscles. They know that exercise helps to make them strong and fit. They regularly practise fire exit procedures which ensures their safety should an emergency occur. Children have access to an excellent range of outdoor play resources including slides, balls, bikes, sand, water and sit-and-ride equipment. They use the extensive grounds for nature walks, build dens, design and use obstacle courses and extend play in a safe but often experimental way. Children's general good health is promoted as staff support children to blow their noses and understand about good hygiene. Children know they wash their hands to get rid of germs that may make them ill. Staff regularly clean the tables and resources to prevent cross-infection.

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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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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