

Corpus Christi Pre-School

Inspection report for early years provision

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EY355256

Inspection date

08/06/2011

Inspector

ISP Inspection

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.

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Description of the setting

Corpus Christi Pre-School is a privately owned pre-school. It originally opened in 1984 and was re-registered in 2007 due to a change of ownership. The pre-school is situated in a residential area of Collier Row, Romford. It operates from a community hall and has the use of toilets, a kitchen area and enclosed outdoor play areas within the school.

The setting may care for no more than 26 children under 8 years; of these, no more than 26 may be in the early years age group, and none may be under 2 years at any one time. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting opens each morning Monday to Friday from 8:30am to 11:30am and offers afternoon sessions on Monday, Tuesday and Friday from 12:30pm to 3:00pm, during term time. Children attend for a variety of sessions. Currently there are 52 children under 5 years on roll. There are seven staff who work with the children, including a suitably qualified and experienced manager, all hold early years qualifications to National Vocational level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are valued in this inclusive setting. Staff recognise the uniqueness of each child and work closely with parents to ensure all children achieve well in their learning and development. Most staff are suitably trained to support children's learning. Partnership with parents is strong and friendly but professional relationships helps promote children's welfare well. Regular self evaluation supports the setting to identify its strengths and any areas for further development.

What steps need to be taken to improve provision further?

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

- make sure all staff are trained for their specific roles and responsibilities
- make sure routines are flexible enough to ensure children are fully engaged at all times in activities which challenge their thinking.
- make sure all staff are aware of the need to ensure documents are stored in a confidential manner at all times.

The effectiveness of leadership and management of the early years provision

Children are well protected as staff have a good understanding of their role to safeguard children. They are able to recognise the signs and symptoms of abuse and know the procedures to follow if they have any concerns about a child in their care. All adults that work with the children have undergone rigorous checks to help ensure their suitability. Regular risk assessments and daily checks are carried out creating a safe and secure environment for children to play and explore. Staff have been appointed specific areas of responsibility but have not yet undertaken training to support them in their roles. This includes the child protection officer whose training is now out of date. The emergency evacuation plan is in place and practised regularly, contributing to the children's safety while on the premises. All staff work extremely hard to maintain excellent communication with parents. They obtain detailed information about each child's welfare, information on children's cultural background and what makes each child unique. This helps staff provide for children's individual care and developmental needs well. Partnerships with parents include their contributions to children's records of development detailing children's learning while at home. Open days enable staff to share relevant information on their child's achievements so far and identify the next steps on their learning journey. However, confidential information is left out on the parents table compromising children welfare. Parents receive detailed newsletters outlining activities planned for the next six weeks, it also contains information of the meals to be covered and the songs children will be learning that term. The newsletters also give parents ideas that they can use to help children's learning at home. The management team are aware of the need to review practice and monitor progress to promote continuous improvement. Feedback is sought from parents by means of questionnaire's and staff and children are also involved in the process of reviewing the service provided. The setting liaise's with external agencies to help ensure children receive the support they need. A good partnership with the primary school means that information on children's learning so far is shared successfully making the transition easier.

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

Children make good progress towards the early learning goals in relation to their starting points and capabilities. Staff have effective systems in place to observe and monitor children's progress as records of development clearly reflect children's achievements and identify next steps in their development. Planning is clearly linked to the early learning goals and takes account of children's next steps. Staff work hard each day to transform the dull church club hall into a bright, child friendly learning environment. Activities and resources are easily accessible, encouraging children to make informed choices in their play and learning. All staff know the children well and understand their learning styles and current interests. Children's views are valued as they play a part in the planning process, sharing ideas for activities for the following week. Staff support children's learning well.

They are always available to encourage children's learning by asking questions that encourage children to think. Children's language skills are developing well. Staff interact effectively with children introducing new vocabulary as children play. They encourage children to talk about what they are doing and get them to express their thoughts. This helps children feel valued and respected. Children count and talk about shapes as children play. They enjoy playing with dough, skilfully using a variety of different tools to make animal shapes. They use their imagination well as they play with the dolls and home resources. They extend their ideas as they play. Building bricks become combs as they act out going to the hairdressers. Mark making is encouraged, children practice writing letters in their names. They know the sounds the first letter in their name makes and repeat it as they write. Good relationships are evident. Children share and take turns. They know when it is time to sit and listen to other children's experiences. Children become self-assured as they begin to recognise they are special and clever when they receive hand stamps, praise and claps for their efforts and achievements. They share their "you are amazing" records from home where parents share what makes their child amazing. Children behave well. However, towards the end of the session some children start to become bored and unsettled as they have played with all the toys, taken part in the activities and are not sufficiently challenged. Children learn the importance of healthy eating and a healthy lifestyle through regular routines and specially planned activities. Snacks are available throughout the session and children help them when they are hungry. They skilfully pour their own drinks and chat about foods they like. Currently outside play is limited so staff make use of the back of the large hall to provide play on a larger scale.

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	1
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