

Christchurch Hall Pre-School

Inspection report for early years provision

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21/10/2011

Inspector

Sharon Dickinson

Setting address

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Type of setting

Childcare - Non-Domestic

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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 Hall Pre-School opened in 1967. It is managed by a voluntary committee of parents who are elected annually. The pre-school operates from two rooms in a community hall in Chilwell, on the outskirts of Nottingham. The premises are fully accessible via a ramp. There is a safely enclosed area available for outside play. The pre-school opens 9am to 11.30am Monday, Tuesday, Wednesday and Friday and 12:45pm to 3.15pm Monday to Friday, during school term time only. A lunch club is operated from 11.30am to 12.45pm on Mondays, Wednesdays and Fridays. Children attend mainly from the local urban area.

The setting is registered, by Ofsted, on the Early Years Register and on both parts of the Childcare Register. A maximum of 26 children attend the pre-school at any one time. There are currently 45 children aged from two to four years on roll. Children attend for a variety of sessions. The setting is in receipt of funding for nursery education and supports children with learning difficulties and/or disabilities and children who speak English as an additional language. There are nine members of staff employed to work with the children on a part-time basis. Seven members of staff hold appropriate early years qualifications to level 2 or 3 and one member of staff is working towards a recognised childcare qualification. The pre-school receives support from the local authority and are members of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a strong knowledge of the Early Years Foundation Stage and are confident in supporting children's learning and development. Partnership with parents and other professionals are outstanding. As a result, adults recognise the uniqueness of each child and tailor practice and routines to meet their individual needs. All required documentation is maintained. Risk assessments are completed but not all hazards to children are effectively minimised. Robust evaluation systems help to identify areas for improvement to ensure that the provision for children is continually improving.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure all hazards to children are kept to a minimum particularly in relation to access to the kitchen and storage of cleaning materials in the toilet area (Suitable premises, environment and equipment) (also applies to both parts of the childcare register).
- 30/10/2011

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

- develop further staff questioning skills to support sustained shared thinking by offering encouragement, clarifying ideas and asking open ended questions which support and extend children's thinking and help them make connections in their learning
- develop further systems of reflective practice by actively seeking the views of children attending; ensuring these are fully considered in the self-evaluation process.

The effectiveness of leadership and management of the early years provision

Rigorous recruitment procedures ensure adults caring for children are suitable to do so. Staff are highly committed to ongoing professional development. They use training to reflect upon everyday practice and implement new skills, strategies and approaches where possible. A rolling training programme ensures all staff have necessary skills in first aid and safeguarding to support children's welfare. Staff have a clear understanding of their responsibility to protect children and know how to implement the local safeguarding procedures.

The provision is organised to ensure that children are closely supervised at all times whilst allowing older children opportunities to become independent. Risk assessments are completed for the premises and outings but not all hazards to children are effectively minimised. For example, the serving hatch to the kitchen is not consistently closed and air freshener within the toilet area is stored within children's reach. Reliable systems are in place for the maintenance of records which support the care and welfare of children. Comprehensive written policies also underpin practice well and are shared with parents on entry.

Management make very effective use of self-evaluation to identify strengths and weaknesses. The views of staff and parents are actively sought and acted upon but less pro-active systems are in place to obtain feedback from children. As a result of consultation with parents the setting now operates a lunch club which allows families the option of using the service for extended and more flexible periods. Clear and well-targeted plans are in place to promote continuous improvement and deliver improved outcomes for children.

Excellent relationships are forged with parents and carers. Useful information is exchanged at the start of a placement to ensure staff are fully aware of parent's wishes, children's individual needs and capabilities. Parents are kept very well informed about the setting and their child's progress and achievements via termly Busy Bee reports, newsletters and access to regular meetings with key staff. Parents are highly complementary about the service provided. Partnerships in the wider context are exemplary. Strong links with the local school ensures continuity of learning and a smooth transition to 'big school'. Staff work closely with other professionals to ensure children with special educational needs and/or disabilities or whom speak English as an additional language are fully supported and included within the life of the setting.

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

A warm, welcoming and stimulating environment is provided for children. Staff have an excellent understanding about how children develop and how to deliver the Early Years Foundation Stage in order for children to progress well. They are actively engaged in children's play and conversations but do not consistently use questioning skills to extend children's thinking and help them make connections in their learning. For example, staff promptly intervene to correct a blockage in the marble run instead of allowing time and support for children to discover a solution for themselves. A broad range of resources are available, both indoors and outside, which are set out so that children can make independent choices in what they do. Overall, a good balance of adult-led and child-initiated activities is delivered through an exciting, fun and spontaneous curriculum. As a result, children demonstrate positive attitudes towards learning and are very keen to participate. Staff routinely observe and assesses children's learning to monitor their progress towards the early learning goals. They use the information obtained from observations to skilfully plan for children's next steps in learning ensuring activities are suitably challenging for children and tailored to their interests.

Children's personal social and emotional development is very well supported. Careful consideration is given to daily routines to ensure new starters adapt with ease to pre-school life. Staff provide comfort and reassurance to children throughout the session which builds their confidence to try new things and socialise with others. Children develop a sense of responsibility as they help tidy away toys and wash snack plates. Their communication skills are firmly developed through enjoyable activities such as sharing favourite books and stories. Staff skilfully bring stories to life using props and vibrant story telling techniques. This ensures even the youngest child's attention as they become engrossed in the narrative. Good opportunities for mark-making are provided through practical activities such as tracing in coloured sand and access to a mark-making table where children can choose from a variety of media. Children have regular access to creative activities such as painting, drawing and collage. They use their senses to explore malleable materials such as sand, water and play dough. Sensory days are planned which allow children to use all of their senses, for example, dark tents are used where children can explore light and shadows. Children particularly enjoy role play and ample resources such as a play kitchen, utensils, dolls and accessories are provided to support and extend their imagination. Small-world resources extend children's understanding of the wider community as they play imaginatively with the fire station and fire engines.

Basic mathematical concepts are introduced through practical and meaningful activities such as matching shapes and threading patterns with beads. They begin to develop an awareness of number and calculation through number rhymes such as Five Little Firemen. Children's knowledge and understanding of the world is increasing as they access resources that reflect positive images which staff use to talk with the children about respecting differences. Various seasonal and cultural celebrations are also recognised such as the Hindu festival of Diwali where children

decorate a diya, make cards and listen to the story of Rama and Sita. They are also given regular opportunities to use the computer under supervision and have opportunities to use the interactive resources which help them start to understand about technology. For example, children learn about cause and effect using battery operated circuits; they discover that metal objects can be used to conduct electrical currents.

The good health and wellbeing of children is well promoted. Consistent and effective hygiene routines help prevent the spread of infection. For example children use a portable hygiene station to wash their hands prior to snack. Pictorial communication cards are an effective reminder for children regarding hygiene procedures whilst toileting. Children develop a positive attitude to healthy eating as they are provided with nutritious snacks. Fresh fruit is provided daily and parents are advised about the provision of healthy lunches. Daily opportunities are provided for outdoor play and fresh air as children are able to free-flow between indoors and outside. Children benefit from access to local outings such as nature walks, trips to the library and local church. Children are taught about safety issues through planned activities. For example, they practice road safety using bikes, a zebra crossing and road signs. Staff discuss safety of using real tools during woodwork sessions and allow children to take reasonable risks in play and first hand experiences. Staff successfully promote positive behaviour by using effective strategies. Children respond positively to clear and simple explanations and readily accept being distracted and re-directed. A sand timer is used as a visual aid to support younger children to share and take turns. Children's confidence and self-esteem are fostered because staff frequently praise them and are sensitive to their individual personalities. Consequently, children behave 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	1
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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 30/10/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 30/10/2011