

Chard Methodist Preschool

Inspection report for early years provision

Unique reference number	142945
Inspection date	28/09/2011
Inspector	Phillippa Wallis
Setting address	Methodist Church Hall, Fore Street, Chard, Somerset, TA20 1QA
Telephone number	07836672729 or 01460 67855
Email	
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Chard Methodist Preschool was registered in 1992. It operates from the Methodist church hall in Chard, Somerset, and is managed by a committee that includes parents of the children that attend.

The preschool is registered on the Early Years Register. A maximum of 24 children in the early years age range may attend the preschool at any one time. The preschool is open during school term time on Mondays, Tuesday and Fridays from 9am to 12noon and on Wednesdays from 9am to 3pm, including a lunch club. Children have access to a fully enclosed outside play area. There are currently 14 children in the early years age range on roll. The preschool provides free early education for children aged three and four years. Children come from the local area and most go on to attend the local primary schools.

The preschool employs four members of staff to work with the children; all hold appropriate early years qualifications and one has achieved a Foundation Degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and confident whilst attending this friendly and welcoming preschool. Children enjoy a positive experience of the preschool and make progress in their learning and development, although systems to monitor and plan for their future learning are not wholly effective. Some evaluation of the provision takes place and staff work well to establish positive relationships with parents and other professionals to ensure that children's needs are met and transitions to school life are supported. The preschool is well resourced with toys and equipment, also access to a well developed outside area. Although, policies and procedures are mostly effective, some risk assessment records do not fully meet the welfare requirements.

What steps need to be taken to improve provision further?

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

- Conduct a risk assessment and review it regularly for the premises and outings. Identify aspects of the environment that need to be checked on a regular basis; maintain a record of these particular aspects and when and by whom they have been checked. (Suitable premises, environment and equipment) 04/11/2011

- Record the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation)

04/11/2011

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

- develop observation and assessment arrangements further to effectively track, identify and plan for children's individual learning priorities
- improve opportunities for all children to use information and communication technology, such as the computer.

The effectiveness of leadership and management of the early years provision

Staff are suitable and qualified to care for children, who are safeguarded by the effective recruitment and vetting procedures. Most policies and processes are in place with safeguarding policy and procedures supporting staff in protecting children, staff also hold appropriate first aid certificates. Basic risk assessments have been completed for the premises and outings, however, these do not fully ensure all risks are identified and reduced. Neither is the record of risk assessment maintained to show when it was carried out, by whom, its date of review and any action taken following a review or incident. These are breaches of the welfare requirements. Staff follow good hygiene practices, so that children are reminded to wash their hands at appropriate times. Staff attend relevant safeguarding training and link with local support services to ensure they are informed of current developments.

The staff team welcome children to a well-resourced environment that offers suitable activities for children. The preschool is held in a multi-use hall that is arranged so that children can explore and move freely. Appropriate resources are laid out to allow children to be independent and choose what they wish to play with on arrival. Staff demonstrate knowledge and understanding of the importance of promoting equality and diversity, providing a service that is inclusive for all children. The provision includes resources showing positive images of people from a range of cultures. There is a well-resourced outdoor play area, although access is limited in bad weather.

The staff show sufficient capacity to maintain continuous improvement. Continuous professional development of staff is encouraged, helping to improve outcomes for children. Staff have completed an appropriate, self-evaluation of the preschool provision. The preschool has addressed all the recommendations made at their previous inspection. They have made links to obtain local authority support and with other providers in the area to keep informed of current developments. The preschool have made themselves known to primary schools in the area, to support children's transition to primary school.

The views of parents are sought through the use of parental questionnaires and daily discussions. A key person is assigned to each child to support parents and their children's development. Book bags facilitate the preschool advising what activities children have enjoyed at some sessions and the opportunity for parents to share any special news from home. Notices advise parents of activities children have been involved in during the session and newsletters ensure important information is provided. Comments from parents are positive. Staff are aware of children's home life and are sensitive to the needs of the families. There are regular opportunities offered to discuss children's progress and staff willingly chat with parents in unplanned discussions. This helps provide continuity in children's care and learning.

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

Children are happy and confident, and they settle well at the start of the day. The large hall is arranged with child-sized tables and chairs on which the activities are placed. Children spend much of each session choosing what they wish to do, but also have times when they come together in groups to participate in activities led by staff, such as reading books. Generally, staff interact suitably with children to support learning.

Children generally make steady progress in their learning and development through a balance of supervised adult-led activities and free play. However, these activities are not always clearly linked to children's individual developmental needs and prioritised next steps of learning. Children's progress is monitored by a key person who records observations of children's achievements, emerging interests and friendships. Next steps in their learning are generally identified, but not updated frequently or in line with other identified areas for development.

Children develop their independence in organising their play and are able to ask for help and assistance when needed. There are opportunities for children to play outdoors, depending on the weather. Children do have occasional opportunities to go on outings into the community. They are developing a good understanding of how to maintain a healthy lifestyle. Children are supported in using the toilet, and know to wash their hands afterwards. Mid-morning snacks are offered to children. They choose from a small selection of fruit and have drinks in cartons. Fresh water is available at all times and children independently help themselves or ask a member of staff to pour from the small jug on their behalf. Children behave appropriately.

Parents provide the children with packed lunches, if staying for the afternoon session and mealtimes are sociable occasions when staff and children sit comfortably together and share their day. Children feel safe and secure within the setting. They learn about keeping safe through practising fire evacuation procedures. Children generally communicate their needs and feelings through

sharing their knowledge, talking about what they are doing in play and through making up songs together. Children enjoy books, especially when read by staff. They recognise routines; staff sing a song to bring them together to read books while the snack area is prepared. More songs are used by staff to make learning an enjoyable experience, such as singing names and counting songs for children to go and wash their hands. Children are developing useful skills for the future through access to interactive toys which are accessible in the toy drawers. A computer is available; however there is a need to manage access to the equipment to allow all children the opportunity to develop individual skills further.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

