

Grove Hill Christian Pre-School

Inspection report for early years provision

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Inspector

Jill Nugent

Setting address

Grove Hill Evangelical Church, Grove Hill, LONDON, E18
2HY

Telephone number

020 8 530 8396

Email

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*.

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Description of the setting

Grove Hill Christian Pre-School registered in 1992. It operates from a church hall in South Woodford in the London Borough of Redbridge. Children have the use of a large hall and a smaller activity room. They share access to a secure outdoor play area. The pre-school is open during term time on a Monday, Tuesday, Wednesday and Friday from 9.10am until 12.20pm. On Mondays and Tuesdays, the session is extended to 1.30pm for children aged over three years. The pre-school is registered on the Early Years Register. A maximum of 30 children in the early years age group may attend the setting at any one time. Currently there are 19 children on roll. Three staff are employed full time to work with the children. All staff hold relevant early years qualifications. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school offers a welcoming environment for children where they enjoy a good variety of play activities. Staff liaise extremely closely with parents to ensure that children's individual care needs are catered for appropriately. Staff promote children's welfare effectively and actively encourage children to adopt healthy lifestyles. Children are generally well supported as they learn through play and make good progress towards the early learning goals. The pre-school manager is proactive in her commitment to the ongoing improvement of the early years provision.

What steps need to be taken to improve provision further?

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

- look at ways to make the most of opportunities to challenge individual children and extend their learning during free choice activities
- consider different ways of using the garden to extend the range of learning opportunities available to children.

The effectiveness of leadership and management of the early years provision

The pre-school's documentation is well maintained and regularly reviewed so that all paperwork is up-to-date. There are effective procedures in place to promote the safeguarding of all children. Staff continually update their knowledge and understanding of child protection issues. They know what to do if they have any

concerns about children. A programme of risk assessments is carried out on the premises in addition to risk assessments of activities and outings. Staff conduct a daily safety check to ensure the premises remain safe for children throughout the week.

The pre-school has an excellent working partnership with parents. A flexible arrangement for settling children into the setting provides good opportunities for staff to develop close relationships with families. Parents express high levels of satisfaction with the quality of care and learning on offer at the pre-school. They receive regular reports on their children's progress and are invited to twice-yearly consultations. Staff keep parents well informed about current themes and activities, offering guidance for extending ideas at home. In this way parents are actively involved in their children's learning. Partnerships with other providers are continually being developed, for example, with the transfer of information to schools. As a result, children receive continuity of care and learning.

Equality and diversity practices are well promoted. Staff promote an inclusive environment where children feel valued as individuals. The ratio of adults to children is often increased, for example, through voluntary help. Consequently, children are able to benefit from individual attention. This is particularly helpful for those who are a little shy or unsettled. Staff make good use of their time as they support and interact with children, enthusing them to join in and enhancing their play experiences. Children's differing interests and needs are taken into account when planning the weekly activities. Children can freely make choices from a good range of toys and resources. They enjoy choosing freely both indoors and outdoors, although the garden does not yet offer a wide range of learning opportunities reflecting that of the indoor provision.

The manager is very effective in encouraging staff to attend training and to increase their knowledge of childcare practice. This impacts positively on the quality of outcomes for all children in the setting. Since the previous inspection she has instigated a number of improvements. For example, new resources have been added to encourage children to choose independently and a lunch club has been introduced to extend learning opportunities. Staff are involved in a process of continual self-evaluation, highlighting aspects of their practice for further development. Their involvement in a quality assurance scheme is proving particularly helpful in setting realistic targets for the future.

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

Children show much interest in the activities on offer. They like to try out new activities, such as making firework pictures. They benefit from having plenty of time to explore and often become engrossed in their chosen play activities. They are eager to be creative, for example, building models, painting on the easel or with coloured water outdoors. They develop good manipulative skills as they use their fingers and tools to help them create models. Children discover new concepts when investigating different objects and materials, for instance, finding out about

the 'heaviness' of fruits or using numbers to problem solve. They especially enjoy books, music and rhymes, which contribute to the development of listening and communication skills. Staff ask questions which encourage children to think, although they do not always make the most of opportunities to challenge children further through their interaction. This means that children do not always benefit from opportunities to challenge and extend their learning

Children learn how to grow plants and find out about the local area on outings. They have good opportunities to use their imagination in role-play and to investigate different kinds of technological equipment. The lunch club sessions are particularly well planned to offer a variety of different learning experiences. These provide an excellent opportunity for older children to gain skills for the future as they prepare lunches, eat together and clear away afterwards. Children show an increasing awareness of healthy lifestyles as they enjoy a variety of fresh foods at snack and lunchtimes. They especially enjoy the daily opportunities to play outdoors in the fresh air, taking advantage of the free flow between the hall and the garden.

Staff make observations of children's learning and development as soon as they start pre-school so that they can use these as a baseline to move children on in their learning. Subsequent observations and photographs are collected into learning journey files, which provide an attractive and useful record of each child's learning. Activities are planned around children's next steps of learning so that they are relevant to each child's needs. Staff know children well and plan suitable, and relevant, activities to help them develop appropriate skills although they are not yet using the garden area to its full potential as a learning space.

Children feel very secure in the setting and gain self-confidence as they build good relationships with adults. They learn to play safely, for example, as staff provide safety mats for the water tray. They respond positively to staff's instructions. They are aware of their boundaries and learn to behave responsibly, respecting the needs of others. Staff encourage children to become independent through making their own choices. Children learn about diversity as they find out about different languages, cultures and countries. There is a noticeably calm atmosphere during pre-school sessions. Children make friends easily and play happily.

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	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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