

Christ The King Preschool Playgroup

Inspection report for early years provision

Unique reference number EY429846
Inspection date 14/12/2011
Inspector Angela Cuffe

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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*.

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Description of the setting

Christ the King Pre-school Playgroup opened on the current site in 2011 and operates from a designated classroom within Christ the King Roman Catholic and Church of England Primary School, in the Macclesfield area of East Cheshire. Children have access to a designated enclosed outdoor play area, which is shared with the reception class. It is open each weekday from 8.35am to 11.35am and 12.15pm to 3.15pm term time only.

The pre-school is registered with Ofsted on the Early Years Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 35 children on roll. Children come from the school catchment area. The pre-school supports a number of children that speak English as an additional language.

There are six members of staff, all of whom hold early years qualifications to at least level three. The setting operates in line with the pre-school learning alliance and provides funded early education for three-and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A good understanding of each child's needs makes sure that their welfare and learning is promoted well. Children are safe and sound and increase their knowledge of the local environment and the world around them as they play. Children's needs are well-met and they progress well due to the significant partnerships with parents, the local school and other agencies. Children progress well, given their age, ability and starting points. Regular self-evaluation by the manager and staff ensures that priorities for development are continually monitored, resulting in an efficient provision that responds to all user needs. Areas for improvement have been identified and particularly focus on updating the policies and procedures and some records.

What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact with the child and who has parental responsibility (Safeguarding and promoting children's welfare) 30/12/2011
- keep a daily record of the children looked after including their hours of attendance (Documentation). 30/12/2011

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

- update the complaints procedure to contain the current address and contact number of the regulator.

The effectiveness of leadership and management of the early years provision

Staff are suitable to work with children and display a true commitment to promoting their safety. All of the necessary checks are carried out on staff during the recruitment and selection process and continually monitored. Arrangements for safeguarding children are regularly reviewed and carefully managed. Children's health, safety and well-being are maintained by the implementation of policies and procedures that are unique to the setting and shared with parents. Regular risk assessments ensure that safety is continually monitored. Fire drills are practised periodically, which further enhances children's understanding of what to do should the need to evacuate the premises arise. Most of the required records and documentation are in place. However, the complaints procedure still contains the previous contact details and needs updating. The register does not show the hours of attendance of the children attending and details of who has parental responsibility for each child has not been sought; which are a breach of requirements.

The staff team routinely promote equality and diversity in their practice to ensure all children have a good understanding of differing cultures. A well planned environment includes a good range of stimulating resources that are deployed thoughtfully in each area. The highly motivated staff team work well with parents and outside agencies to ensure children's individual needs are well met. They share their ideas and interests at regular meetings to ensure that detailed and well thought out planning successfully contributes to a child centred environment that children thoroughly enjoy. Parents provide very positive feedback and are delighted with the quality of care their children receive. Continuity of care for the children is further enhanced as links with the school the children are due to attend is very well established.

Staff plan and maintain an effective environment for children to learn as they play. This is due to their well developed understanding of each child's needs, capabilities and starting points. An efficient key worker system is in place, which directly impacts on the progress children are making. Regular, spontaneous observations are carried out on the children and recorded in their individual files, these are linked to each of the six areas of learning, children's next steps and planning. All of the staff team have an early years qualification and all attend regular relevant training in core skills, including first aid and safeguarding. This good practice as well as an effective evaluation system ensures the continuous improvement of the provision.

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

Children are truly happy and well settled in the welcoming, inviting and well planned environment. Staff are dedicated in providing care, encouragement and support to the children, which consequently enables them to feel safe and secure and form trusting relationships. Children are eager to attend and from the moment

they arrive, they are thrilled to explore and take part in the interesting and fun activities that have been well thought out. Children work very well independently using their own initiative and develop skills working alongside their peers. The purpose built, child centred environment allows children to explore freely and learn as they play. Staff are deployed well and work with enthusiasm, demonstrating real team work. They bring in their ideas and hobbies to fully contribute to the successful facility. As a result, children make good progress in their development and are motivated to learn.

Children are allowed to be themselves and explore the environment independently. They confidently chat amongst themselves about topics that are interesting to them. They laugh out loud as they play together and thoroughly enjoy driving the cars up and down the hill in the outside area. They work out how much water is needed to fill a container, how much play dough they will need to create their model and that they can bang a drum using either their hands or the drum sticks provided. Children boldly communicate with each other as they work out simple problems such as which buttons to press on the compact disc player and how to piece together the jigsaw puzzle. Regular planned activities that are linked to a number of religious festivals successfully promote children's knowledge and understanding of different cultures. Children display a true sense of belonging and feel safe within the setting. They show a good understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. Children are confident and express their thoughts freely. They enjoy reading books independently and listening to stories that are read to them; this enables them to join in and be aware of the characters. Counting activities and playing with electronic games, computers, magnets and puzzles efficiently promotes children's problem solving and reasoning. Children learn about and respect nature during their many visits to farms, local parks and ongoing access to the outside area. They grow and sew, vegetables and fruit and have recently planted bulbs in readiness for next spring. There are ample opportunities for children to explore the natural world in the outside play area. Such as digging for worms, feeding the birds and squirrels and searching for mini beasts. Children eagerly express their creativity as they regularly access a range of materials to create pictures. Such as glitter, glue, paint, tinsel and coloured paper or card.

All children show a good understanding of the importance of following personal hygiene routines and healthy eating. They wash their hands at appropriate times of the day and use tissues whenever they need to. Children have regular opportunities to engage in a wide range of physical activities and consequently gain a secure knowledge of how regular exercise impacts on maintaining a healthy life style. All children are provided with healthy snacks, they access fresh drinking water whenever they are thirsty and rest in the quiet areas when they are tired.

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	2
The extent to which children develop skills for the future	2

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