

Church House Pre-School

Inspection report for early years provision

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Inspector

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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

Church House Pre-School is managed by a voluntary committee of parents. The group registered in 1970 and operates from a room within Saint Mary's Parish Centre. It is situated in a residential area of Mirfield. The group is open each weekday from 9.15am to 2.45pm during term time only. The children have access to an enclosed outdoor play area and attend from the local and wider catchment area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend the nursery at any one time and currently there are 40 children aged from two to five years on roll. The nursery supports children who have special educational needs and/or disabilities and is in receipt of nursery education funding for children aged three and four years.

The group employs five members of staff, four of whom hold appropriate early years qualifications at level 3. The group is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a warm and stimulating environment where they make good progress with their learning and development. Staff are skilled at forming strong partnerships with parents and other professionals, and this helps to ensure that the needs of each child are met. Children's protection and welfare is given a priority and staff are vigilant to their safety at all times. Staff and management use self-evaluation effectively and are committed to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop routines and procedures to promote children's independence and self-help skills, with particular consideration to snack times.

The effectiveness of leadership and management of the early years provision

Staff are knowledgeable about local safeguarding policies and have effective procedures in place to manage any concerns they may have about children in their care. Good employment procedures are followed, which include appropriate background checks and interviews. These, together with regular appraisals and team meetings, mean that staff remain suitable for their role. Thorough risk assessments are in place and followed by all staff when visiting the local

community and in the setting. For example, staff are vigilant and quickly remove trip hazards from the floor in the setting. This means that children are able to move around the building freely and safely.

The manager is dedicated and enthusiastic and is well supported by a strong staff team. She has a clear vision for the future and is resourceful in ways to improve outcomes for children in her care. For example, links with the local community have resulted in exciting activities and enhancements to the outside space. All staff and parents have made good use of self-evaluation to identify areas of strength and areas for development. Actions taken by the setting are well chosen and carefully planned so that the impact is evident and therefore enhances the learning experience for all children. Staff appropriately and actively promote equality and diversity and are well supported by an effective equal opportunities policy which is regularly reviewed. Staff are skilled at identifying a child's need for additional support as early as possible and readily put strategies in place to ensure all children are fully included in the life of the pre-school.

Both the inside and outside areas of the pre-school are well organised and provide a stimulating environment where children demonstrate they are inquisitive and active learners. Staff are especially skilled at embracing the natural environment and make good use of the local area to enhance children's learning. For example, walks to a nearby pond where they enjoy observing the wildlife. Staff are knowledgeable about the Early Years Foundation Stage and take every opportunity to attend further training sessions. This not only enhances their own skills but also enables staff to support children's learning effectively. For example, developments to help engage boys' interests and learning.

Parents and carers are well informed about their children's achievements, well-being and development. Those collecting their children reported very positive feedback about the progress their children have made at the pre-school. They share their confidence in the staff and value the relaxed environment where children can follow their own interests. Partnerships with other childcare providers, local schools and other professionals are good. Communications between those supporting individual children takes place on a regular basis to ensure information is shared to promote children's achievements and well-being.

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

Children thoroughly enjoy their time at pre-school. They are fully absorbed in the stimulating environment where they are encouraged to follow their own interests. Displays are interesting, interactive and offer plenty of examples of the written word. For example, colourful self-registration boards encourage children to recognise their own name. Staff are competent at observing the children and make good assessment of their achievements and areas for development. Planning reflects children's needs and ensures activities are put in place to support their good progress. For example, a bowling activity with coloured balls to help children with colour recognition. A particular strength of the pre-school is the use of the outside environment to enhance children's learning. Children take great delight in

observing squirrels in the garden and excitedly use binoculars to enable a very close look at the small visitors. Children share their ideas about what the squirrels eat and use a laptop to help plan a squirrel assault course. This not only demonstrates their developing understanding of living things but also engages children in good communication skills and problem solving.

Children clearly demonstrate that they feel secure in the pre-school; they move around confidently and approach staff readily to share ideas or ask for help. When riding bikes they give good consideration for their own and others' safety. They confidently explain that 'you should not throw sand as it may get into someone's eyes.' This is because staff support children appropriately to help keep themselves and others safe. Most children show good awareness about what constitutes a healthy lifestyle. For example, they make healthy choices at snack time and can explain that drinking milk makes you 'big and strong.' They readily play outside and this fosters an early understanding that regular exercise is important for a healthy lifestyle. Staff remind children to cover their mouths when coughing, and their good explanations about spreading germs mean that children are developing good personal hygiene routines.

Children behave well in the pre-school because staff have clear boundaries and where necessary offer timely support and explanations about how to behave appropriately. Children work well independently as well as collaborating and cooperating with their peers. Children are confident in the pre-school; however routines, such as snack time, do not encourage children to be as independent as possible. For example, by allowing children to prepare their own food and pouring their own drinks. Effective use is made of group times to introduce new ideas and to promote diversity. For example, a story to celebrate Chinese New Year together with a bright dragon display inspires the children to fully embrace different cultures.

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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Annex B: the Childcare Register

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