

# Christ Church Cockfosters Pre-School

Inspection report for early years provision

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**Unique reference number**

135271

**Inspection date**

09/02/2012

**Inspector**

Carolyn Hasler

**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

Christ Church Cockfosters Pre-school has been registered since 1992. It operates from two halls within a church in Cockfosters, Hertfordshire. Children have access to two fully enclosed outdoor play areas. The pre-school opens five days a week during term time. Sessions are from 9.30am to 1.30pm. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting may care for no more than 24 children from two years to the end of the early years age group at any one time. There are currently 33 children from two to five years on roll; this includes 21 children in receipt of funding for nursery education. Children attend for a variety of sessions. The setting currently supports children who speak English as an additional language. The pre-school employs seven members of staff, all of whom hold early years qualifications. Two members of staff hold qualified teacher status, one member of staff is working towards a level 4 and another towards a level 6.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are effectively met within a warm and welcoming service. They are making good progress in their learning and development. Partnerships with parents are strong, overall, and the exchange of information supports children's development well. Systems to monitor children's progress are well developed. Self-evaluation identifies and addresses areas to improve children's learning so there is a good capacity for continuous improvement. However, not all required documentation is in place.

## What steps need to be taken to improve provision further?

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

- ensure the records of the information used to assess suitability include the dates on which Criminal Record Bureau Disclosures were obtained (Suitable people) 13/03/2012

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

- strengthen the partnership with parents using their views to more clearly influence the self-evaluation process.

## **The effectiveness of leadership and management of the early years provision**

The leadership and management team and practitioners have a secure knowledge and understanding of their roles and responsibilities to keep children safe. Regular training in safeguarding is maintained. They understand how to identify and respond to safeguarding concerns. Interagency links are made with professional bodies where appropriate. Overall, recruitment procedures are robust. The managers collect information to confirm the suitability of adults working with children. However, they are not recording the dates of when checks have been carried out, which is a breach of requirements. This does not impact on the safety of children. Children's environment is effectively risk assessed and a safe environment is maintained.

Managers and practitioners are motivated to attend further training. The pre-school has been working with their local authority to promote the quality in their early year's practice and this has helped them begin the process of evaluating their learning and development plans. They have good intentions and are able to verbalise their evaluation of their setting. Positive steps have been taken to extend children's learning through additional use of the outdoor play area, for example. This reflects the pre-school's good capacity for continuous improvement. Resources are varied, fit for purpose and support children's development. Practitioners have recently introduced a free-flow system to enable children's exploration of a varied learning environment both inside and out. Techniques to engage and support children's development are well planned and encourage purposeful play. There is a good balance between child-initiated and adult-led activities. Practitioners make effective use of resources to engage children in meaningful dialog. They collect information from parents based on children's interests, skills and welfare needs at the outset of care arrangements. From this they are able to build a picture of what children can do and monitor development through observations. Practitioners are effective in planning for the individual needs of children.

Practitioners work well to offer an inclusive service. There are systems in place to identify children with special educational needs or disabilities. These include appropriate interagency partnerships which are established to ensure children get the support that they need. Practitioners help children understand the society they live in through introducing them to others faiths and cultures. They provide children with resources to focus on, and plan activities to encourage children's interest and awareness of others. Relationships with parents and carers are positive and well-established. Home visits and supported settling in procedures forge strong links. Parents are able to access daily verbal information and an information board. They receive regular news letters. These encourage shared learning between home and the pre-school. Parent's views are encouraged and valued but it is unclear how these are used to influence the setting's self-evaluation process. Practitioners provide parents with end of year reports and a folder of children's journeys of learning while at the provision.

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

Young children build a strong sense of security through the relationships with practitioners and other children. They safely explore all their environments. They are learning about spatial awareness while riding tricycles and take calculated risks on climbing equipment. Children work well independently and are developing good negotiation and co-operation skills. Their social skills vary according to their stage of development. This means that some are playing along side others while more confident children are building friendships. All of them show curiosity and are interested in new people in their environment. Children are well behaved, polite and good mannered. They enjoy playing with a range of resources and engage in activities to support their knowledge of the society they live in. They show a clear understanding of responsibility, helping to tidy up and taking the role of leader for the day.

Children engage in well established hygiene routines. Visual aides and practical tools in the bathroom areas support children's independence. They understand why it is important to wash hands. Outside and inside spaces are set out to support physical activity and used well by children who show lots of energy. There is a variety of physically challenging activities available such as climbing, balancing and ball games. They sing songs which encourage their awareness of their bodies. Children contribute to snack time and have good role models to aspire too. For example, practitioners sit at the tables eating healthily along side children. The pre-school works with parents to successfully promote healthy eating. Children enjoy their learning and play. They have lots of resources to independently choose from. They take part in meaningful conversations with practitioners who successfully help them to focus their learning. Children are listened to, they have opportunities to absorb and extend their vocabulary within play. They see letters and words all around them. The book corner is well used and practitioners are on hand to read stories. Children are actively encouraged to recognise their own names written down. Some children make purposeful marks on paper as they develop emerging writing skills.

Songs and rhymes help children become familiar with numbers, counting, adding and subtracting one more or one less. Children are challenged to work out how construction fits together. Matching games and pattern recognition challenge children's understanding of mathematical concepts. Children have easy access to some forms of technology using resources such as camera's and binoculars. In addition they have a variety of props in the role play area. Children particularly enjoy focusing their learning on snow and ice. They creatively use ice to paint with. Conversations on first hand experiences of playing in the snow and discussions on liquids and solids, consolidates children's understanding on this aspect of weather. Children are making good progress in their learning because practitioners have good knowledge of how to support their development to help children achieve the skills they need for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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