

Cooling Road Christian 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*.

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Description of the setting

Cooling Road Christian Pre-School opened in 1991 and is managed by a committee. It operates from two rooms in a church hall. It is located in the town of Frindsbury in Rochester, Kent. The pre-school is open Monday to Thursday, from 9.15am to 1pm, term time only. All children share access to a secure outdoor play area.

The pre-school is registered on the Early Years Register. A maximum of 30 children aged from two to the end of the early years age group may attend at any one time. There are currently 33 children on roll.

The pre-school provides free early education to children aged three and four years. The pre-school supports children with special educational needs and/or disabilities and children learning English as an additional language.

There are seven staff working with the children, all of whom hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff successfully promote children's individual welfare and learning because they know the children well. The pre-school is inclusive and effective partnerships support children with a range of additional needs. The environment and routines are mostly well organised to support children's learning. Recommendations from the previous inspection have been implemented. The supervisor and her team are constantly reflective of their practice and demonstrate a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- consider how the indoor and outdoor environments can be linked so children can move freely between them at all times

The effectiveness of leadership and management of the early years provision

Staff consistently implement robust safeguarding policies and procedures to help keep children safe. They know who to contact should they have concerns about a child in their care. There are effective recruitment and vetting procedures and all staff have been cleared as suitable to work with children. Good induction processes support staff to have a clear understanding of their responsibilities towards keeping children safe. Staff carry out regular risk assessments to identify any potential hazards to children. Further daily safety checks of the whole premises allow children to play in a safe and secure environment. Staff maintain accurate daily registers and visitor records so that they can account for all persons in the pre-school at any time. All staff effectively implement the policies and procedures to support children's health and welfare. They contact parents immediately if a child becomes unwell. Staff are able to provide appropriate care for children in the event of an accident, as there is always an adult with current paediatric first aid training on site.

The pre-school is inclusive and welcoming to all children and their families. Staff work closely with other professionals and external agencies to help ensure that children with special educational needs and/or disabilities receive focussed support. A positive relationship with the local school also supports transitions effectively.

Partnership with parents is good. Staff develop strong bonds with children and their families through a well-developed key person system. They are committed to promoting equality and diversity and treat each child as an individual. Staff invite parents and children to spend time in the pre-school before they start. They share information about policies and routines with parents and learn about the children's home routines and stages of development. This helps staff to identify any additional needs which children may have, and enables them to plan to meet them effectively. Staff regularly observe the children and share their achievements and progress with parents through daily feedback. Parents value the termly parent consultations, which encourage them to become actively involved in their children's learning and development.

Children play in the large main hall and the smaller room. Good staff ratios allow children to be supervised at all times. Children choose what they want to play with from an ample range of resources. Staff plan activities based on their observations of children and help children make good progress in their learning and development. Children enjoy playing in the outside area. However, the organisation of the day only allows them to freely access this area during certain times.

The supervisor and her staff are committed to continual improvement and previous recommendations have been successfully addressed. They use written self-evaluation to identify strengths and weaknesses and seek ways to improve outcomes for all children.

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

Children are happy and settled and enjoy their time at pre-school. A key strength of this pre-school is the positive interactions all staff have with the children. They observe the children and use their knowledge of the children's backgrounds to plan interesting activities and resources. This helps all children make good progress in their learning and development. Children take responsibility for choosing what they do. They enjoy playing with the pincer game, developing their fine motor skills and sorting beads into coloured pots. Staff skilfully extend this activity by asking children to estimate how many beads are in each pot, before counting the actual number present. Children also explore number language and develop their problem solving skills as they play with wooden number puzzles. The indoor environment is effectively organised so that children have space to develop their physical skills on larger apparatus, such as balancing beams and tunnels. They learn about positional language, such as 'over', 'under' and 'through' when negotiating the obstacle course. Cosy areas allow children to snuggle up with staff and share a book. Children link letters and sounds as they explore making letter shapes in the sand and writing their names on their art work. Children enjoy growing their own fruit and vegetables and tasting their produce. All this helps them develop good skills for the future.

Children develop a good understanding of how to keep themselves healthy. They adopt consistent personal hygiene routines and understand the importance of healthy eating. They routinely wash their hands after using the toilet and before eating. Staff provide healthy snacks of fruit and vegetables and children are encouraged to be independent and pour their own drinks. They have daily opportunities to engage in a wide range of physical activities, increasing their understanding about the importance of regular exercise. Children learn to keep themselves safe. They practise the emergency evacuation drill so that they know what to do in an emergency. They also learn to take small risks, such as playing on the obstacle course equipment, effectively supported by staff.

Children have good relationships with staff and are confident to ask any member of staff for help. Their behaviour is good and they display a strong sense of belonging within the pre-school. Staff act as good role models and successfully support children to develop their negotiation and cooperation skills with their peers. Children learn to value diversity through resources and activities. Staff encourage parents to come into the pre-school and share their different cultures with the children. Children celebrate festivals, such as Christmas, Chinese New Year, Easter and Diwali. This supports their understanding of the diversity of people living in the local and wider community.

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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