

Christ Church Fledgelings Pre School

Christ Church Hall, Christchurch Park Road, Sutton, Surrey, SM2 5TN

Inspection date	07/05/2014
Previous inspection date	10/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are motivated and enthusiastic learners due to the support they receive from staff during their play.
- Children receive continuity in their learning and development because staff provide parents with clear written guidance and ideas for activities to promote children's learning at home.
- Children's individual needs are promoted well due to the good advice and support given to parents and effective partnership established with other agencies.
- Staff actively promote children's understanding of the world through a wide range of exciting activities and outings that include parents.

It is not yet outstanding because

- Following improved safety measures, the leadership and management have not fully considered the impact this has had on the quality of staff interaction in children's outdoor play, or some aspects of children's behaviour indoors.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector completed a joint observation with the manager of the provision in the outdoor play area and assessed the security of the area.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of parents' views spoken to on the day of the inspection and from documentation.

Inspector

Catherine Greenwood

Full report

Information about the setting

Christ Church Pre-School is a committee-run provision with a Christian based ethos. The pre-school registered in 1994. It operates from the church hall, which consists of a large room, separate toilet provision and kitchen. There is an area available for outdoor play. The pre-school is situated in a residential area of South Sutton and serves the local area. It is open each weekday during term time from 9.30am until 12.30pm, and there is an optional lunch club from 12.30pm until 1.00pm from Tuesday to Friday. There are currently 27 children in the early years age group on roll. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are four members of staff, one member of staff is from an agency. All staff hold early years qualifications at level 3 and 4. The provision also has a regular volunteer who works with the children. The setting is in receipt of funding for the provision of free early education to children aged two, three and four years.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review the deployment of staff to improve interaction with children's outdoor play, and the management of children's behaviour indoors.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are motivated and enthusiastic learners due to the good interaction and support they receive from staff during their play. They are provided with a wide range of challenging activities and experiences that enable them to make good developmental progress and be ready for starting school. For example, they take part in 'bear hunt days' following outings to the theatre with staff and their parents. After outings, staff read stories and provide related activities including mud, water and a sensory bear cave with lights for children to act out what they remember. They take children on a range of other outings that help them understand the world. For example, they visit a local nature reserve in relation to their interest in bugs, where they follow trails, use clipboards and pencils to make marks, and a camera to take photographs of their discoveries. Staff take children and parents to a local sheltered accommodation at Christmas and Easter which develops their awareness of differences in society. They have a good knowledge of children's individual progress and development that they share and use to help them make good progress.

Staff involve parents in children's learning through the use of a library scheme and home-learning books which include aims for children's learning and ideas for activities and

discussions at home. Staff meet with parents on a daily basis and at the end of each term to share information about children's progress and next steps for learning. They are invited into the provision before new children start to take part in a snack time and talk to members of the committee. Staff successfully teach children to listen to instructions and be attentive during all activities, including times when they are in a large group. They ask questions that encourage children to respond and introduce lots of familiar and new words during conversations and while reading stories. Consequently, children increase their vocabulary and some quickly become bi-lingual. Children show confidence as they talk to each other in their home languages, for example, at snack time.

Children learn to negotiate space as they crawl through indoor play tunnels and use them in an imaginative way with other children. They run and ride on wheeled toys energetically around a path, use tools to dig in a planting area and operate remote-controlled cars in the outdoor play area. At the end of the week, staff set up big foam blocks for children to use indoors to 'let off steam'. However, since the free-flow system has recently changed to improve children's safety, the ability of staff to interact in children's learning outside has been reduced.

Staff promote children's interest in reading by encouraging them to recognise their names on cards and by sharing books with them throughout each session. They provide children with a library scheme where they borrow books to take home for their parents to read. Children enjoy writing for different purposes and some are beginning to write some letters of their name.

The contribution of the early years provision to the well-being of children

Staff help children to settle and separate from their parents by immediately engaging them in activities when they arrive at the provision. They reassure children throughout each session so they feel secure and happy. Staff motivate children to try things for themselves and be independent. Consequently, children show good self-confidence as they choose resources, for example, they decide to mix flour and water to make modelling dough. Children are generally well behaved and form good friendships with others. Staff ask them to share the resources, intervene when there are minor incidents and remind children of the importance of using 'kind hands'. Most children wait patiently for a turn when using the resources and tell others that, 'it's good to share'. Staff are observant of popular activities and provide extra resources that promote all children's inclusion. However, due to changes in staff deployment that have recently been made to the free-flow system to increase safety procedures for children, some children get restless and disruptive in their play while waiting to go outside at the end of the session.

Children's good health is promoted through the provision of healthy snacks. They show good independence as they help lay the table, help themselves to food and butter toast. Staff encourage parents to seek medical advice which promotes children's dental health and ensures they receive a good diet. Children have access to a good range of indoor and outdoor play equipment that promotes their enthusiasm for learning. They particularly enjoy using the varied range of media, such as paint and sand and often choose to spend

time drawing and making marks. Since the incident where a child went missing from the premises, staff have spoken to all the children to ensure they clearly understand that they are not allowed to go beyond the barriers when playing outdoors. Children's understanding of this expectation is evident as they tell staff when balls roll under the barriers.

Staff invite parents into the provision to talk to children about different cultural festivals. For example, parents bring candles and tell the story of Diwali. Staff read books to children about Remembrance Day and encourage them to take part in a minute's silence as a mark of respect for the armed forces. Staff establish good communication with the local church and invite children and their parents to Easter craft days, which helps develop their links within the community. They introduce children and parents to other cultures and beliefs through a range of outings, for example, to a mosque. The manager of the provision attends local authority meetings and visits local schools to discuss children's individual needs and ideas to help them move smoothly between the provision and school.

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

This inspection took place following notifications from the provider and the police that a child went missing from the premises for a short time. The incident compromised the child's safety and welfare and is a breach of the requirements of the Early Years Foundation Stage. Following the incident, staff took immediate action to prevent it happening again. They improved their deployment in the outdoor play area, and now stand at various points around the perimeter of the temporary garden barriers. Consequently, children are secure within the premises. Staff supervise children well and arrangements always maintain required adult-to-child ratios in the premises and on outings. They complete regular headcounts of children before, during and after they play outdoors. Since the incident, staff no longer operate a free-flow system between the indoor and outdoor play areas. Children now play outside as a large group at the end of each session, which means staff know where they all are at any one time. The provider has completed a plan that identifies the action they have taken, including additional risk assessments.

All staff complete child protection training that helps them to safeguard children's welfare. The manager knows to contact the local authority to seek advice and make referrals when needed. She regularly reviews staff understanding of child protection policies and procedures to ensure they are effectively implemented in everyday practice. For example, staff share information at weekly staff meetings about any changes in children's behaviour and family circumstances so they can provide children and parents with support. All staff and volunteers have had appropriate checks completed. Their continuing suitability to work with children is identified during appraisals. Since the last inspection, three of the four staff have attended additional training. As a result, staff have successfully developed their partnership with parents and put various initiatives into practice that has enabled parents to become more involved in the pre-school. The training has also given staff knowledge which they use to stretch and challenge children's learning and enabled them

to be more reflective of their own practice to drive improvement. There are robust staff recruitment and appraisal procedures in place which the committee is in the process of reviewing to ensure high quality applicants through wider advertisement. The manager of the provision provides staff with a good role model as she works as part of the team. She works closely with the committee to meet the requirements of the Early Years Foundation Stage and knows what information must be reported to Ofsted. Staff use observations and discussions at weekly meetings to monitor the success of activities and meet children's individual needs. They identify additional resources they can use to reduce any gaps in children's learning, provide them with challenge and plan activities related to their individual interests, for example, about whales.

The committee are fully involved with reviewing current arrangements for the security of the outdoor play area and how this can be improved. The deployment of staff to ensure children's safety is currently limiting their ability to interact with children's outdoor play and manage some aspects of their behaviour. The manager of the provision drives continuous improvement through regular discussion with the chair of the committee and staff. She completes a weekly evaluation sheet which includes any concerns related to children's individual needs and the action staff need to take, for example, in relation to any challenging behaviour. Parents' views about the provision and ideas for improvement are sought and implemented through the use of questionnaires. For example, staff now provide home learning and parent contact books and ensure the carpet is vacuumed before children arrive each day. They have also responded to parents' requests to attend the whole of each session if they want to, which has further promoted parental involvement. Partnership with parents and other agencies is good. Since the last inspection, staff have improved parental involvement by providing parents with ideas for promoting children's learning at home. They have built links with other agencies, such as a local children's centre whose staff visit the pre-school and offer support to parents. Recommendations made at the last inspection have been met. Staff have reviewed and adapted children's observation and assessment records, which now include clear information about the next steps for their learning. They have also successfully promoted children's independence. Children now dress themselves, wash their hands, help set the table and find their lunchboxes. In addition, the provision has maintained a constant temperature within the hall by fitting new doors and using an adjustable timer.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	139911
Local authority	Sutton
Inspection number	973281
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	27
Name of provider	Christ Church Pre-School Committee
Date of previous inspection	10/02/2010
Telephone number	020 8661 1562

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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