

# Church Coppenhall Pre-School

BAPTIST CHURCH, West Street, Crewe, CW1 3HE

## Inspection date

Previous inspection date

09/06/2014

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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

- Teaching is good because it is based on a good understanding of children's abilities. Staff have high expectations of what children can achieve and give them help where required to ensure they can succeed. They are making good progress in the communication and literacy skills.
- Warm relationships between staff and children ensure they are confident and happy. This means children are happy to 'have a go' at new learning experiences, even if they are unsure about their ability to complete the task.
- Leadership and management is good. Staff are supported by a clear management structure and active management committee. They have an action plan in place to drive continuous improvement. The training programme ensures staff have a good understanding of safeguarding issues.

### It is not yet outstanding because

- There is scope to extend the ways children are supported to; develop their own ideas about how to manage problems, make predictions and test out their ideas, to maximise their ability to think critically and manage problems for themselves.
- There is scope to enhance the help provided to parents to support and extend their child's learning at home.

## 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 main playroom and outside play area.
- The inspector held meetings with the manager of the pre-school and undertook a joint observation with her.
- The inspector looked at children's assessment records and planning documentation, and a selection of policies and children's records.
- The inspector reviewed the suitability checks and qualifications for staff working with the children.
- The inspector took account of the pre-school's self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Sarah Rhodes

## Full report

### Information about the setting

Church Coppenhall Pre-School started operating in 1971 and was registered at its current address in 2013. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is situated on the first floor of the church building adjacent to the Baptist Church in Crewe. It is managed by the Church Coppenhall Playgroup Committee. The pre-school serves the local area and is accessible to all children via a flight of stairs and a stairlift. There is an enclosed area available for outdoor play. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and the manager also has a level 4 qualification. The pre-school opens Monday to Friday, term time only. Sessions are from 8am until 4pm. Children generally attend between 8.45am and 3pm, for a variety of sessions. There are currently 37 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- consolidate children's abilities to understand how to manage problems and develop solutions for themselves, through discussion and experimentation, for example, by modelling thinking and helping children to plan tasks and review what happened during their general play
- expand the information provided to parents about how they can support children's learning at home, to further enhance the provision of children's learning experiences.

## Inspection judgements

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

The pre-school promotes children's learning and development well. Children are well prepared for the transition to school because staff tailor the activities to children's ages and abilities. They encourage children to give things a go even when they are unsure they can do something. Sometimes children say, 'That's pretty tricky', but they are confident that staff will give them the help they need to succeed. Staff are careful that children are given the opportunity to do things unaided if possible. For example, when making a Father's Day gift, children are encouraged to write as much as they can themselves, with help only for those letters they are struggling with. Children are delighted at their achievements and all staff celebrate with them as they admire their handy work. Those

who are more reluctant to use pens and paper are encouraged to make marks outside with chalks or in the sand. This is an example of staff understanding children's learning styles, adapting the activities to ensure all children have all aspects of learning developed. However, staff use questioning, helping children to plan what they are going to do and review what they have done much less frequently. This means staff do not always maximise children's ability to think critically and manage problems for themselves. Children are making very good progress in their communication and reading skills, as well as their writing. They enjoy regular phonic sessions. These combine songs, actions and the written letter which ensures children find learning fun. They start to notice letter shapes and numbers in the environment. For example, a child comments on the letters l and o and says they are like the number 10. Children are comfortable in using numbers for a purpose, as they count out how many cups they need for snack time. They understand that 100 is a big number and start to experience volume as they play with the sand.

Staff support children to learn key skills, which they will use in the school reception class. For example, they learn to listen to their friends and appreciate others contributions at group times. Staff's teaching is very effective, as they use routine events and group times to promote children's confidence and communication skills. For example, all children are encouraged to sing songs with their friends or undertake dance sessions. Children confidently find their name to self-register at the start of the session. This supports their ability to understand about registration time when they transfer to school. Staff introduce children to other cultures through activities based around cultural festivals and national events. They have strong links with the local community and the Baptist Church. They also have access to information technology, with easy access to a children's computer and key board to develop computer skills. This ensures that children start to develop an understanding of the wider world.

Parents praise the continuity in staffing, which means they really get to know the children. Staff support parents to provide information, informing their assessments and planning for each child. They provide information to parents, about the topics they are covering and what children have enjoyed during the day. This means that they can carry on with these types of activities at home. However, there is scope to extend this further to provide parents with more information about other activities, which could be reinforced at home in the specific areas of learning. For example, the phonic letter activities the children are enjoying. Staff build on the information they obtain from parents, to get to know children's interests and abilities through regular short observations. These are linked to a development document. This allows staff to track children's progress and make plans to extend their learning. The staff ensure that a summary of children's development is produced for parents, in time for the progress check for children between the ages of two and three years. Any areas of concern that staff identify as potentially needing to be addressed, with the help of external agencies, are shared with parents. This means that the staff can fully support parents through any referral and assessment processes which may be necessary. If children have special educational needs and/or disabilities, staff are proactive in accessing additional training, for example, with regards to speech and language issues. This ensures that training has a positive effect on the teaching and care staff provide. Staff work in conjunction with parents of children who speak English as an

additional language; to ensure that children are well supported to develop their English in readiness for the move on to school.

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

The processes to help children settle into the pre-school are highly effective because the staff group is small and consistent, and this supports children's emotional well-being. Children and parents quickly build strong, warm and happy relationships with their key person, as well as other staff and children. Staff understand children's personalities, supporting children who are unsettled or find it more difficult to make friends. The care and attention they provide, in supporting children's social skills, has a very positive affect on children's ability to move on to school successfully.

Children's behaviour is very good. Staff help children think about other people's feelings, and they learn to negotiate and cooperate with their play mates. They learn that working together can have benefits. For example, children are encouraged to work together to find the characters in a picture book when the task is too onerous for one person. Children start to develop healthy lifestyles. Staff ensure that they have considerable access to physical exercise during pre-school sessions. This is achieved through dance and exercise sessions inside, and play in the outside area or trips to local parks.

Their dietary needs are met through the provision of freshly prepared snacks and packed lunches that parents supply. Children's self-care skills are developed through them managing their lunch boxes. They also enjoy trips to the local cafe. These give children an opportunity to order their own meals and develop their social skills. The confidence they develop is good preparation for their transition to school. Good hygiene practices are introduced to children, through everyday routines. Children are shown how to keep themselves safe through activities, such as the crossing of minor roads when on trips out or safely using the stairs to enter the playrooms. The layout of the rooms allows children to make choices for themselves, from a range of equipment, and children show confidence and independence as they make decisions about their own play activities. Where children are identified as having special educational needs and/or disabilities, the help and advice of other professionals is sought to ensure their well-being is maintained and their needs are met.

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

The children benefit from a pre-school which has a strong management structure, supported by the an active voluntary committee. Robust recruitment procedures and induction processes ensure staff's suitability is established when they are employed, and are reviewed regularly. Children are safeguarded through the implementation of clear policies and procedures, ensuring staff can identify child protection concerns and take appropriate action to protect children. The manager has undertaken safer recruitment training and staff have undertaken safeguarding and first aid training, ensuring their knowledge is up to date. The building and outside area are secure, which ensures that children cannot leave unaccompanied and helps staff manage the entry of parents and

visitors. Staff have a clear understanding of risks. Health and safety concerns are promptly addressed, while still allowing children to learn to manage some risks for themselves.

Required policies and procedures are in place to help with the safe and smooth management of the pre-school. The pre-school staff are committed to developing the service for parents and children. Considerable effort has been exerted by all staff to make the move to a new building as smooth as possible, to ensure children's learning was not interrupted. A culture of reflective practice, which involves all members of staff, parents and children, has been developed. Action plans ensure the group is continually moving forward with improvements to the provision. Annual appraisals are undertaken with staff. The small size of the team means the manager knows the key strengths of all her staff members. Feedback on staff performance is regularly provided by the manager and the supervisor to continually enhance their teaching ability. The manager monitors room activities and the completion of observation files and assessments of children's progress. She uses a computer programme to analyse children's progress, to ensure no group of children is progressing less favourably than others. The staff are encouraged and supported to undertake further training and qualifications. This has a positive effect on their ability to provide good quality learning experiences.

Partnerships with parents and carers are good because staff have developed a number of ways to help them feel comfortable and welcomed. Parents exchange information with staff at the beginning and end of the day. They are encouraged to share any issues they are concerned about, so they can be addressed. Parents' ideas are also sought through the use of a suggestions box, or they can join the management committee if they wish to be more involved. Parents' evenings allow parents to visit the pre-school at a more relaxed pace, allowing them to find out more about their child's learning environment at a time which suits them. Parents praise the ethos of the pre-school, which they feel provides an exciting range of activities for their children. Partnerships in the wider context are used to develop the quality of education. The pre-school links with other professionals to help children with special educational needs and/or disabilities as the need arises. They realise the importance of early intervention for children with special educational needs and/or disabilities, ensuring that services are in place to support a child when they transfer to school. The pre-school is well aware of the importance of developing links with the other providers of the Early Years Foundation Stage where children attend more than one setting. They have links with local schools to support the exchange of information, to meet children's needs and facilitate their move on to school.

### **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

<b>Unique reference number</b>	EY474650
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	949447
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Church Coppenhall Playgroup Committee
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01270 213934

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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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