

Church House Pre-School

72 High Street, Rickards Hall, Church House, Edenbridge, Kent, TN8 5AR

Inspection date

13/06/2014

Previous inspection date

08/03/2011

The quality and standards of the early years provision

This inspection:

3

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 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- Children are active, independent learners, and choose from a wide range of activities, which are interesting and engaging, helping to develop their independent skills.
- Staff are skilled at facilitating child-initiated play, and bring out a variety of learning opportunities that cover the whole curriculum.
- The staff team work well together to support children and carry out action plans to make improvements for the benefit of children.

It is not yet good because

- A weakness in the system for acting on and sharing information about children's medical needs with staff means that children are potentially at risk.
- On occasion, story times take place in a noisy atmosphere, which can make it difficult for children to listen and pay attention.
- Monitoring systems are not rigorous to identify groups of children's learning, achievements and gaps, for example, boys, girls, or active outdoor learners to promote ongoing improvements to the educational programmes.

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 children at play indoors and outside.
- The inspector spoke with parents and staff to gather their views.
- The inspector sampled a range of documentation, including children's records and staff files.
- The inspector and manager carried out a joint observation.

Inspector

Susan McCourt

Full report

Information about the setting

Church House Pre-School opened in 1963. They operate as an independent charity governed by an elected committee. The pre-school runs from a large hall in the town of Edenbridge, Kent. They are open each weekday from 9.15am to 12.15pm, term time only. All children share access to a secure enclosed outdoor play area. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 37 children aged from two to under five years on roll. The pre-school supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The setting provides funded early education for two, three and four-year-olds. The pre-school employs nine members of staff, of whom five hold appropriate early years qualifications, three are training and one is working towards Early Years Teacher status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the systems for obtaining and sharing information about children's needs for medicine so that all staff are aware of any specific medicines and children's medical needs.

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

- enhance children's listening and attention skills by arranging story and circle times in a consistently calm and quiet atmosphere
- extend the monitoring systems to group children's learning, achievements and gaps, for example, boys, girls, and active outdoor learners, to monitor how they perform to help target ongoing improvements to the educational programmes.

Inspection judgements

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

Staff have a good understanding of how to meet the learning and development requirements. They provide a broad and balanced curriculum, with enjoyable and interesting activities that engage children in purposeful play throughout the morning. Staff are skilled at facilitating child-initiated play and exploit natural learning opportunities to extend children's understanding and abilities. This helps children to make good progress

from their starting points.

Staff have good teaching skills. They talk with children as they play, and take the natural opportunities offered to expand children's vocabulary. With younger children, staff provide a commentary on what children are doing, repeating key words clearly so that children hear them in context. In this way, children playing with a train hear the words train, engine, carriage and track while they play, and begin to use these words to talk to staff. With older children, staff support conversation in role play by engaging with the child in role. Staff are skilled role models and extend children's police role play by asking if they have stopped any 'naughty people', or use hand puppets to take on a role. This helps children to extend their pretend play and they interact with many other children as they play. Children are confident communicators as a result. Children enjoy looking at books and acting out narratives in play. However, on occasion, story times take place when others are still tidying up, and the noise levels do not help children to listen and pay attention. Children enjoy a wide range of opportunities to learn early writing skills. They use magnet pens to guide objects around a board, which helps their pen grip skills. Children also use clipboards and chalk boards to write as they play, making notes of what they are doing. Outdoors, children paint with water, make footprints and examine the marks they have left behind. Children enjoy learning about letters and write them clearly. They are skilled at counting and learn to make simple calculations, such as 'two more makes ten'. Children are very independent in their play and use the different resources to follow their own ideas and create games. For example, children playing with water fetch cloths so that they can wash the ride-on cars.

Staff use effective methods to make observations of children's learning, recording achievements in their personalised book, which frequently goes home to parents. This allows parents to record what their children achieve at home and builds a strong partnership to support children's learning. Staff relate children's individual learning to expected levels of development in the Early Years Foundation Stage and plan activities which are targeted at their next steps. Staff know children's interests and make sure that activities are organised to engage and interest them. This means that children enjoy their learning and make good progress. Staff write summary reviews of their key children's progress each term and share these with parents. The summary reviews form the basis of the progress check for two-year-old children.

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

There is a very effective key person system in place. Children are assigned to a key person when they start at the pre-school, and stay with that person throughout the years they attend. This gives the child and family time to build a strong partnership. Staff work closely with parents to tailor the settling-in process to each individual child. This means that children develop a good sense of security and are soon confident to separate from their parents. Staff have created a good learning environment. Children can choose from a wide range of activities indoors and outside. Resources are of good quality, and children can be independent in combining them to create their own games. Staff give children time and space to develop their ideas and include outings and small group activities to give

children a varied morning.

Children have suitable opportunities to learn about healthy lifestyles. They enjoy fruit and other healthy options at snack time and can be independent in helping to prepare the food, choose what they want to eat and pour their own drinks. Children also have easy access to water so that they can stop for a drink at any time. Children understand that they need to wash their hands after using the toilet and before eating, because routines are well established. Staff provide visual prompts so that children learn appropriate hand-washing techniques. This helps to minimise the risk of cross-infection. Staff are careful of children's safety and teach them how to use climbing equipment and handle scissors and other suitable tools. Children regularly exercise their small muscles in early writing activities, and enjoy more active play opportunities, where they run, balance, climb and use ride-on toys. This promotes their physical strength and development. Systems to inform staff of all the children's medical conditions are not robust. This means that staff are not aware of all children's individual medical and medicine needs, which puts them at risk in an emergency.

Children are well behaved. Staff have clear rules and expectations, and they are firm but fair when supporting children to take turns and share. Staff are consistent in how they support children's good behaviour. As a result, children gain good skills in cooperative play and build strong friendships. Children enjoy taking responsibility and help to tidy up at the end of play, and manage their cups and plates at snack times. Children are happy to persist when learning something new or when a task is tricky, enjoying a strong sense of achievement when they succeed. Children are also confident to ask for help when they recognise that they need it, and value the support that adults offer. Staff help children manage their feelings by calming them if they are upset. Overall, children gain strong skills to support them in future learning.

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

This inspection was prompted due to concerns about high staff turnover, the key person system, safeguarding practices, how children's medical conditions are communicated with staff, and working with parents. At inspection, the manager demonstrates a sound understanding of how to meet the learning and development requirements so that children make good progress towards the early learning goals. Children receive good support from their key person, which helps them to settle and engage in interesting learning experiences. Safeguarding policies and procedures have been updated in line with current requirements and all staff have undergone training in child protection issues. They demonstrate a good awareness of what to do if they have concerns about the welfare of a child. Parents know the staff's duties and responsibilities because policies are available to them. Staff carry out daily checks of the building and outdoor area, and risk assess all outings that children take part in. This helps to support the safety of children. Staff keep records, such as registers, accident records and other documents in a well-organised way which generally underpins children's well-being. Parents complete children's record forms and give details of any medical conditions and allergies. However, the system for passing

on this information to staff is not robust, resulting in, on occasion, staff being unaware of all children's medical conditions and medicine needs. This puts children at risk in an emergency. This is a breach in requirements.

The manager works alongside staff in all aspects of the pre-school work and knows the staff very well as they are a well-established team. Although the manager is new to the role, she has identified and started addressing weaknesses quickly, working with parents and staff to create action plans for future improvements. For example, the pre-school has expanded its resources for younger children and staff have created a wide range of visual prompts to support younger children's communication. This means children are confident to share their thoughts, needs and ideas with others. There are appropriate recruitment and vetting procedures in place, which the manager is aware of, to determine staff suitability should she need to employ any new staff members. She completes annual appraisals and regular supervision with staff, where they can discuss their professional development. Senior staff act as role models and mentors, and all staff share their training with colleagues so that new ideas are included in future plans and staff practices. As a result, staff comment on how close they are as a team, and enjoy the support for their professional development. The manager reflects and evaluates on the setting's strengths and weaknesses to bring about positive changes. She monitors staff's work to make sure that children's observations and plans are at a good standard. Senior staff are reviewing the arrangements for tracking children's learning to create a more efficient way of working. However, monitoring systems are not rigorous to allow the manager to compare how groups of children are performing, such as boys, girls and active outdoor learners, to identify their learning, achievements and any gaps as a group. This restricts the potential effectiveness of any action plans to develop further the already good educational programmes in place.

Parents enjoy a wide range of opportunities to be involved in the group. The managing committee consists of parents, and a parent representative attends management meetings to give the views of other parents. The pre-school has open mornings every term so that parents can join in and see how the staff work with children and discuss children's progress. Parents see their children's records of achievements frequently, and have ample opportunity to add their comments. Parents value how the settling-in process supports their children to be confident in attending. The manager and staff have well-established partnerships with the local authority and receiving schools. This means that if a child has additional needs, they can locate the appropriate support quickly and share strategies to support the child's learning and development. Staff complete the appropriate forms when children transfer to school and use opportunities to meet reception teachers so that children become familiar with them. This supports children to move on to school life.

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	127110
Local authority	Kent
Inspection number	978481
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	37
Name of provider	St Peter and St Paul Edenbridge Church Playgroups Committee
Date of previous inspection	08/03/2011
Telephone number	07748 673798

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

