



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 402272

DfES Number: 515495

INSPECTION DETAILS

Inspection Date 15/06/2004
Inspector Name Chris Gregson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Christchurch Pre-school
Setting Address Ireton Road
COLCHESTER
Essex
C03 3AT

REGISTERED PROVIDER DETAILS

Name The Committee of Christchurch Pre-School

ORGANISATION DETAILS

Name Christchurch Pre-School
Address Ireton Road
Colchester
Essex
CO3 3AT

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Christchurch Pre-School opened in 1974. It operates from two rooms in the Christchurch Hall in Colchester. The pre-school serves the local area.

There are currently 63 children from 2 to under 5 years on roll. This includes 26 funded 3 year olds and 25 funded 4 year olds. Children attend for a variety of sessions. The setting will support children with special educational needs, and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 12:00 Monday to Friday and 13:15 until 15:30 on Monday and 13:00 until 15:30 on Wednesday.

There are four part time staff who work with the children. Over half the staff have recognised early years qualifications to NVQ level 2 or 3. There are two staff currently working towards a recognised early years qualification.

How good is the Day Care?

Christchurch Pre-school provides good care for all children.

Effective procedures are in place to inform staff and parents of the daily routine and the expectation of the committee. Children know, and are very secure in, the pre-school routines. Colourful displays provide a welcoming environment and there is a very good range of resources. Children are provided with child-sized furniture and can rest in the book corner.

Staff are very supportive to the younger children to help them settle. Safety is a high priority and children play safely inside and outside in the enclosed garden area. Staff talk to, listen to and are interested in the children. They provide a good range of interesting activities including a writing table with a laptop computer, action songs, cooking, crafts and painting to encourage children to make choices and learn. Effective paperwork is in place to record a child's diet or allergies and staff use this

information to care for the individual child. They encourage good hygiene and know how to deal with an accident or comfort a child who becomes ill during the day. Staff know, and parents are informed, of child protection procedures.

Children's progress is recorded. Staff attend short courses to enable them to provide informed appropriate care for all children. They work with other professionals to consolidate and ensure the individual child's needs are met. Children's behaviour is very good, as staff have an excellent understanding of behaviour management.

Partnership with parents is very good. Staff are very friendly and share information informally with parents, before and after sessions. Parents are invited to join the voluntary management committee and come into the sessions on rota duty. They fundraise to provide new equipment to support the staff's work.

What has improved since the last inspection?

At the last inspection the provider agreed to obtain written permission for administration of medicines, ensure staff are vetted and plan for the person in charge to update their training.

Parents give written permission so that staff can give children medicine if needed. New staff are vetted to ensure the safety of the children. The play leader has updated her qualification and increased her knowledge and understanding of childcare and education so that children are provided with safe, appropriate care and very good early years education.

What is being done well?

- Children are very well cared for as staff have an excellent understanding of individual children's needs, especially the younger child.
- Staff have very good understanding of the importance of safety inside and outdoors so that they children are protected and safe.
- Children and staff know the pre-school routine, although this has flexibility too. Knowing the routine helps the child to feel safe and secure at the pre-school.
- Children's behaviour is very good as staff have an excellent understanding of positive consistent behaviour management. They are excellent role models and have very positive attitudes, using appropriate praise and encouragement to build children's self esteem.
- Very good support for children and extra help is given to children with specific needs. Staff write individual play plans to help children develop to their full potential.
- Partnership with parents is very good and staff respect and welcome parents' contributions. Parents provide support through joining the committee, rota duties and fund raising for equipment and resources such as the puppet theatre and garden playhouse. Staff really value this partnership.

An aspect of outstanding practice:

Staff plan and prepare an excellent range of practical play activities. They are well resourced and ensure that all children have first-hand experiences that allow them to build on their natural curiosity as learners and be interested and engrossed in their play.

What needs to be improved?

- healthy snacks
- some documentation.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
14	Review the policies and procedures in line with current changes in legislation. (This refers to special educational needs, behaviour and child protection.)
8	Consider providing healthy snacks on a more regular basis.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Christchurch Pre-school provides good quality nursery education overall which enables children to make very good progress towards the early learning goals in all areas.

The quality of teaching is very good. Staff have a very sound knowledge of the Foundation Stage and attend various short courses to update. They observe children, record their progress and keep a file of their work to enable them to plan for the child's next step. Extra help and support is given to enable children to reach their full potential. Individual play plans are written when necessary and staff work with parents and other professionals to provide appropriate help. Staff understand the need to occasionally group the children into differing abilities to extend the learning of the more able children.

Children's behaviour is good as staff are consistent in their behaviour management. Staff organise the activities so that children learn both inside and outdoors. Children work individually, in small groups and as a whole group. Staff understand the needs of all children and skilfully support and extend their play without intrusion.

Leadership and management of the pre-school nursery is very good. The management committee support the staff and the manager leads by good example. Staff are supported to attend training, have annual appraisals and the pre-school has completed a self-appraisal to ensure they meet the highest standards for the children and that the nursery education programme is met.

Partnership with parents is very good. Parents receive excellent information about the six areas of learning, but not the early learning goals. They are encouraged to share their child's record of progress although this could be improved. Information about the activities or topic is given through the plans displayed in the classroom and in the newsletters. Parents are very confident in the staff and know their children are happy and learning.

What is being done well?

- Children's personal, social and emotional development is very good. Children are very confident and polite. They have very good relationships with the staff, their peers and other adults in the group.
- Excellent use of the outdoor area promotes learning in all areas. Staff provide an outdoor book corner, bowls of varying sizes in the playhouse that becomes the bear's house. There is a chalk track to encourage children's awareness of space; and numbers are written on the trees and wall to enable children to see numbers have a purpose as they park their trikes.
- Staff plan exciting experiments with a very good range of resources. For

instance, coloured dye that changes the flower petals from white to different colours. This encourages children to develop observation skills and talk about and describe what they see. Staff maximise ideas from children to enable them to make links with their previous learning at home and in pre-school.

- Staff enable children to make links across the curriculum and consolidate their learning by providing opportunities to extend their play.
- Staff work very well together as a team and provide very good role models for the children. They are interested in their work and demonstrate respect for everyone.

What needs to be improved?

- information about the Foundation Stage, to include early learning goals and stepping stone to enhance the excellent information for parents about the six areas of learning
- the system to inform parents about their child's progress and allow them to be involved in their child's next step.

What has improved since the last inspection?

Very good progress has been made in implementing the action plan drawn up to address the three key issues identified at the previous inspection, resulting in good improvements being made to the educational programme.

Plans have been developed and are clearly linked to the early learning goals and the stepping stones. The children's assessment records are linked to the stepping stones and staff competently use these to identify the child's next step.

Musical instruments are now planned into the activities on a regular basis. Staff have developed ways of introducing more musical activities across the curriculum, for instance when doing a floating experiment they played a CD 'commotion in the ocean' so that children could hear the music and respond by pretending to be sea creatures.

Technological resources have been provided and children now use a range of office equipment and a laptop computer.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident and form very good relationships with staff and their peers. Concentration skills improve with their time at the pre-school and they are eager and enthusiastic to learn. They are polite and caring to others and share and take turns at activities, such as using the laptop and using the slide. Children are very well behaved and talk about their likes and dislikes. They happily talk about their families and take part in harvest festival and Christmas celebrations.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate using actions and words. They understand the conventions of talking and listening during conversations. They sing songs enthusiastically and say letter sounds. Children enjoy listening to stories individually in the book area or at whole group story time and re-create stories using the puppet theatre. The writing area encourages writing for a purpose and they mark make and write their names on their work. Children have good pencil control.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count at registration time and recognise numerals on the computer programme. They sing actions songs to help them understand simple adding and taking away. They learn mathematical concepts through practical activities, such as, making a Bear Book, using the water tray, measuring the growth of 'grow bugs' and by staff using mathematical language to help them learn about position, shape and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children happily explore and investigate. They are encouraged to observe the world around them and to think about why things happen and how things work. They use the mouse pad on the laptop to move through and change programmes. They build and construct with Lego or recycled materials. They talk about past and future events and take part in community events. They learn about other faiths and cultures and develop an understanding and respect for others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently around the inside and outdoors. They run, jump, climb and ride wheeled toys. Staff help children to develop new skills and hold their hands, until they gain confidence, when children climb on the log stepping-stones, balance and jump off. Children mould and shape bread dough and play dough with their hands or various tools. They develop good hand eye co-ordination and good and safe control of pencils and scissors.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children see and feel a variety of textures and colours through craft, collage and a range of art activities. They enthusiastically sing action songs, use musical instruments and dance to music. They have good imaginative play opportunities, for instance the puppet show and making a bowling ball and alien pod with play dough. Children learn about senses through topics so that children can feel through a feely bag and smell and taste various foods, for instance, at Chinese New Year.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- provide parents with information about the early learning goals and stepping stones in the Foundation Stage
- provide parents with planned opportunities to discuss their child's records and next step.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.