

# Christchurch Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	402272
<b>Inspection date</b>	04/03/2011
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<b>Setting address</b>	Christ Church, Ireton Road, Colchester, Essex, CO3 3AT
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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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**

Christchurch Pre-School has been registered since 1974. It operates from purpose built rooms within Christ Church in Colchester, Essex. There is an enclosed garden available for outdoor play.

Christchurch Pre-School is registered to care for 24 children at any one time, aged from two to five years. The provision is registered on the Early Years register. The pre-school is open each weekday, from 9.15am until 12.15pm. Afternoon sessions are offered on Monday and Wednesdays from 1pm until 4pm. Sessions operate during school term times. There are currently 54 children on register.

The pre-school employs six members of staff, including the manager, of whom four hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children attending Christchurch Pre-School progress to a good standard through the Early Years Foundation Stage, with some welfare requirements met to an outstanding standard. Children are very happy and settled in a child friendly and welcoming environment. Good opportunities are in place to communicate with parents and effective partnerships enhance the children's time at pre-school. Staff value children's uniqueness and emphasis is given to inclusion to ensure their individual development is supported, however, positive images of diversity are limited. Good systems are in place for self-evaluation and continuous improvement which ensures the outcomes for children are positive.

## **What steps need to be taken to improve provision further?**

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

- provide further opportunities for children to self-select toys and resources available to them
- develop the range of resources and positive images of different cultures and disability so children learn to respect and value differences, helping them to develop positive and caring attitudes towards others.

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

Children are effectively safeguarded as good systems are in place to ensure they are cared for by staff who have completed all required suitability checks. Updated

policies provide clear guidance and a good awareness among the staff ensures children's well-being is protected at all times. The staff regularly attend safeguarding training to ensure they keep up-to-date with current practices regarding child protection issues. Children display an excellent awareness of safety issues and how to keep themselves safe.

Completion of thorough risk assessments ensure potential hazards are identified and promptly addressed. All furniture and equipment is of high quality. Good staff ratios and stringent supervision by staff enable children to play and learn within a very safe and secure environment.

Dedicated staff have created some defined play areas within the two large playrooms and the pre-school is welcoming for both children and their families. Provision of toys and equipment offer some exciting challenges for children and meet their changing interests. A wide variety of good quality toys are available within both the indoor and outdoor environment. However, children are not able to easily self-select all resources available to them and this can limit their spontaneous play opportunities.

The pre-school manager is successful in inspiring her team of staff to strive for excellence. The morale of the staff is very good and they have high expectations of the service they provide. New ideas and suggestions are welcomed to ensure continued improvement for the pre-school. For example, further opportunities to develop the use of the outdoor environment and partnership working with other local settings delivering the Early Years Foundation Stage. As a result the outcomes for children's welfare are exceptionally high.

A systematic procedure is in place that takes into account all staff, parents and children's views. Staff training is encouraged and supported to ensure staff have the opportunity to build on their existing knowledge. The pre-school is committed to working in partnership with others. For example, very good links have been established with the local nursery and primary school that children attend. Pre-school staff are invited to attend relevant training sessions at the school and communication books and newsletters are exchanged to ensure good communication between settings and continuity of care for children.

Staff have developed strong partnerships with parents and carers and the support of an active parents committee and fundraising group is effective, offering parents an opportunity to make important decisions about the pre-school. All parents speak very highly of the staff and of every aspect of care offered to their children. Staff are highly committed to ensure every child and their family are valued and welcomed within the setting and value children's unique backgrounds. Traditional days and cultural festivals are acknowledged within the planning. However, resources depicting diversity are limited.

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

All staff members have a good understanding of how children learn and develop and provide children with good learning opportunities. Motivated staff have a sound knowledge of the Early Years Foundation Stage and the learning and development requirements. This ensures the educational programmes are varied offering some exciting play opportunities in all six areas of learning. As a result outcomes for children are good.

The pre-school staff and committee members value good communication with parents and carers. Positive partnerships have been established with other agencies to ensure children's individual needs are met. Meaningful observations are documented within each child's file and parents are invited to regularly comment. Children's next steps of learning are used effectively to guide future planning of activities. Children's files include photographs of children at play. These provide good evidence and a treasured keepsake for parents.

Good opportunities are available for children to mark make as writing materials are readily available. Children confidently write their names on their paintings and even very young children make good attempts. Children enjoy painting teddies and discuss the colours they are using. They are fascinated when they mix paints and make a different colour.

Children are able to count to ten and beyond and are able to complete simple sums. For example, they count how many boys and how many girls are present at pre-school. They discuss which number is greater and by how many. Children use construction toys and train sets and show sustained levels of interest during these activities. They negotiate and problem solve together to make their track and are very good at sharing. Children are able to discover and explore using sensory and natural materials. For example, small wooden logs are popular and children build and create using their imagination. They add small world figures to their play.

Staff are respectful towards every child and listen with interest to the children who have formed close attachments. Staff are skilled and sensitive in their management of children and their behaviour. Children's behaviour is very good and their relationships with the staff and their peers are excellent. They are caring towards one another and apologise if they accidentally hurt a friend. They show a genuine concern for one another.

Children's health and safety is significantly enhanced by the robust policies, procedures and practices that are exclusive to this setting. Children learn to take responsibility of their own personal needs through the everyday routines. They can independently access the bathroom and know to wash their hands following a visit to the toilet. Children enjoy fresh air and exercise daily as they use the outdoor environment throughout the session, all year round. Children show a strong sense of security and feel safe and are beginning to show an excellent understanding of safety issues. They learn about road safety through visits from the community

police officer. Children are offered nutritious snacks and are aware of healthy foods that are good for you.

Diversity is respected and reflected in some areas of the pre-school. Some resources are readily available, such as a selection of books, dolls and dressing up clothes, however, these are limited. Children are beginning to understand about the wider world through topic work and celebrations acknowledged within the planning. For example, Chinese New Year is celebrated with food tasting at snack time. Children excitedly take the pre-school teddy on their travels and plot on the map of the world where he has visited.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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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