

Chrishall Preschool

Inspection report for early years provision

Unique Reference Number	650025
Inspection date	30 November 2007
Inspector	Kerry Freshwater
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Registered person	Chrishall Pre-School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Chrishall pre-school opened in 1974 and operates from the village hall adjoining Chrishall Church of England Aided Primary School. The pre-school is located in the village of Chrishall and serves the local and surrounding communities. A maximum of 16 children may attend the group at any one time. The pre-school is open each weekday from 09.00 to 11.45 and on Wednesdays from 13:00 to 15:30 for 38 weeks of the year. All children share access to an outdoor play area within the school grounds.

There are currently 27 children aged from 2 and a half to under 5 years on roll. Of these 17 children receive funding for nursery education. Children come from the local and surrounding areas. The setting currently supports children with learning difficulties and/or disabilities, and also supports a number of children who speak English as an additional language.

The nursery employs five staff. Three of the staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from a clean, hygienic environment where regular cleaning routines are in place to prevent the spread of infection. For example, antibacterial cleaners are used to wipe down tables. Effective procedures and practices are in place to promote children's physical, nutritional and health needs. Staff obtain all necessary information and consents from parents relating to children's health and diet to ensure appropriate care can be given. Staff hold appropriate first aid qualifications. Children are excluded if they are unwell or suffering from a contagious illness so that others can be protected from infection.

Children are learning the importance of good health and hygiene as they follow daily routines, which include washing their hands before snack and after using the toilet. They learn to wash away the germs from their hands and are reminded to shield their noses when they sneeze and to 'catch their coughs'. However, children are not always encouraged to take responsibility for their own personal hygiene by freely accessing tissues, using them independently and disposing of them appropriately. Children learn about healthy living as they talk about healthy foods and the need for fresh air and exercise. They enjoy a varied range of healthy snack foods, such as fruit, cheese, breadsticks, and raw vegetables. Staff are aware of children's health and dietary needs as detailed information is obtained from parents prior to children commencing at the setting.

Children enjoy a broad variety of daily activities which enable them to develop control of their bodies and improve their physical skills. They confidently manoeuvre different cars and wheeled toys, play running games and climb on the apparatus at the local playground. Indoors children complete puzzles, manipulate play dough and build with various construction equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have easy and safe access to a wide range of quality resources which are stimulating and suitable for their stage of development. They are enthusiastic in their play and enjoy freely selecting from the range of toys available. Children benefit from a good range of safety measures. For example, risk assessments are carried out to the indoor and outdoor areas, staff ensure that the kitchen gate is kept closed and children are reminded about 'out of bounds' areas. Staff ensure that the premises are secure once children have arrived and a record book is in place to record visitors to the group. Fire safety equipment is in place and fire drills are carried out regularly and recorded. This enables staff to review the procedure.

Children quickly learn to keep themselves safe through activities, discussion and gentle guidance. They know how to play safely indoors and out, learning about safe ways to move inside. They know that they need to walk indoors as there are more things to bump into. Children learn how to cross the road safely and use a pretend zebra crossing and reflective jackets to practise with when a road safety officer visits.

Children are well protected from possible abuse or neglect. Some staff members have attended child protection training and staff are aware of their roles and responsibilities. A detailed policy and the required government and local authority guidance is in place should any concerns arise.

Helping children achieve well and enjoy what they do

The provision is good.

Children take part in high quality activities throughout the session. They are confident in the setting and in their relationships with each other. They choose independently from the resources available and are gaining in confidence, asking questions and chatting with staff. They play happily together and are learning to take turns and respond to others as they participate in activities together. Children's achievements are greatly improved by staff's awareness of their development. They become confident communicators as they share ideas in their play, for instance, as they construct with the train track, play with the trains and enjoy their pretend play in the home corner. Children play very well together and negotiate their turns as they play games independently. Singing and musical activities improve their communication skills. Children make connections in their learning as they freely explore the textures of cornflakes, sand, water, shaving foam and cooking ingredients. They experiment with floating and sinking objects, make faces in the dry cornflakes and discuss the sounds made as they crunch them between their fingers. Regular use of a wide range of creative materials, including paint, collage and drawing materials, Play-dough, glue and glitter encourages children to express their feelings and ideas in a variety of ways. They create Christmas tree cards using glitter, enjoy printing with leaves, sponge print to create crab pictures and paint the Rainbow fish's scales to produce a wall display. Children acquire new experiences and knowledge and develop their understanding of the natural environment through interesting activities. For example, through theme work they begin to understand about the world of animals and different seasons, they explore shells and discuss the different sizes and shapes and find about the life cycle of a frog.

Nursery Education

The quality of teaching and learning is good. Children are progressing extremely well, supported by the staff team's strong commitment to their early learning. Staff demonstrate a secure knowledge of the Foundation Stage which enables them to support children's learning. Planning systems are detailed and all areas of learning are well covered. Staff identify assessment opportunities and are currently looking at ways that more able children can be further extended and supported depending on their needs and abilities. Ongoing observations are being carried out but are not being used to plan the next steps for children's learning and therefore children may not be receiving the support and guidance that they need. Adult-led activities are evaluated to enable staff to adapt activities to meet the needs of all children and extend them appropriately. Children's achievements are clearly linked to the stepping stones.

Children are engaged and motivated by a wide range of stimulating, practical activities related to their needs. They access a variety of good quality resources, which support their learning across the Foundation Stage. Children are enthusiastic, keen to learn, self-assured in their play and confident to try new experiences. Their independence skills are effectively promoted as they pour their own drinks from jugs, wash their hands independently and the 'special helper' proudly hands out the plates of fruit for snack. They clear away their plates and cups and return them to the kitchen after snack. Children learn to share and take turns as they play games and enjoy different toys together. They excitedly await their turn to ring the bell to announce 'tidy up time' and to be the 'special helper' which allows them to help with various tasks throughout the session. They confidently contribute their ideas and happily talk about their home experiences, family members and holidays at 'show and tell' time. Children enjoy listening to stories in large and small groups and also independently choose books to look at together informally. They listen with interest and enthusiasm, participating well in group discussions. Children use marks readily to represent their ideas as they paint, write and draw. This increases

their opportunities to develop their early writing skills. For example, they freely draw and write using pens and whiteboard or crayons on paper. Children become familiar with letters and sounds as they operate the 'abc' computer game, complete the alphabet puzzle and find out about the 'letter of the week'. Children learn to recognise their own and the names of others as they collect their names from the dinosaur name board. Children join up dots to write their names in cards and on labels for Christmas gifts for parents, while more able children write their own names or copy from the board. Children are effectively introduced to a range of new words and they talk together about the activities that they carry out. For example, they discuss different ingredients as they carry out activities using words such as, 'dry, disgusting, soft, sticky, smooth and gooey'. Through the wide range of activities and constant staff input, children are fully extended with their early reading skills.

Children are highly imaginative. They enjoy role play games using dressing-up clothes and the other resources that make up each new role play area. For example, they play in the igloo, the doctors surgery, the home corner and shop. They enjoy art and craft activities exploring different resources and textures as they create. For example children enjoy free painting and printing, they make firework pictures in-line with bonfire night, they make and decorate snakes from paper plates, create conker pictures and bake cakes. However, there are insufficient opportunities for children to express themselves freely using a range of art and craft materials that they have self-selected for example; boxes, scissors, glue, collage materials. Children participate enthusiastically in action songs and rhymes, such as, 'head, shoulders, knees and toes' and learn to interpret music as they play with the parachute. They listen to the music and close their eyes to interpret the music as waves on a calm and stormy days. Children begin to recognise different colours as they paint, colour and play the 'snails pace race' game, moving the snail as directed by the colour coded dice. Children are inquisitive and enjoy exploring different textures such as sand, water and Play-dough. They find out about the changes to different food items by adding ingredients or liquids. For example, children add water to porridge oats. They make butter using whipping cream that they shake until it becomes solid, separating the whey and having the butter on their toast at snack time.

Children are beginning to make sense of the world around them as they learn about their surroundings and other people. Through topic work, they learn about the changes of seasons and how this affects the trees, they find out about animals that hibernate and follow the changes of ice as they experiment with melting and floating. Children develop an understanding of different cultures and celebrate the festivals of others. For example, as they find out about Chinese new year and the Eid celebrations. Children develop their understanding of the local environment as they participate in local outings and learn about people who help us. They develop their knowledge as they welcome visitors to the group such as, police, fire-fighter and road safety officer. Children are learning how to operate simple equipment through regular use of the tape recorder, microphone, mobile phones, cameras and photocopier. Children develop a sense of time as they complete the calendar together and talk about the date and days of the week.

Children work well together and enjoy each other's company. They respond well to challenges to extend their mathematical vocabulary and skills in planned activities and daily routines. They become confident with number as they count enthusiastically using the counting block and abacus, they learn to follow number sequences as they open the advent calendar and complete number puzzles. Children join together to clap to the number shown on the number of the week. Children learn about weights and measures as they weigh conkers using the play scales and ingredients for cooking. They learn to identify and match different shapes as they create pictures with the magnetic shapes. Children gain opportunities to develop their physical skills

through a wide range of activities and use of a variety of equipment. They participate in jumping and stretching games as they model different animal's movements, they follow simple instructions and keep warm as they play 'Simon Says' and learn to negotiate space as they play racing and chasing games together, riding bikes, cars and other wheeled toys. Indoors they confidently cut with scissors, complete puzzles and construct with different resources. This develops their confidence and abilities to coordinate their bodies.

Staff find out about children's skills, interests and needs and build on this information effectively to help them achieve their full potential. They use appropriate systems to observe, monitor and record children's achievements and to plan experiences that help children take the next step in their learning.

Helping children make a positive contribution

The provision is good.

Children are all warmly welcomed into the setting and are highly valued as individuals. They develop a strong sense of belonging and learn about their own and other's needs, through topics and interaction from the staff. Purposeful resources reflect the world and local community and give children a clear understanding about the lives of those around us. They begin to appreciate the customs and cultures of others as they learn about different festivals and celebrations. For example, children write Chinese symbols and draw pictures for Chinese new year, they create stars and moon mobiles to celebrate the festival of Eid. Posters displayed show people from different countries, cultures and abilities. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is very good. They play very well together and know what is expected of them. They respond quickly to simple instructions, such as, requests to wash hands. They follow staff signs by stopping what they are doing, placing their hands in the air and listening to what they are being told. Children clearly enjoy each other's company, they learn to negotiate and share resources with their friends. Staff manage children very well and have high expectations for their behaviour. They provide good role models, by talking calmly and quietly to them at all times and this is reflected in the calm atmosphere generated within the sessions. Children are given reasons for the boundaries and consequences which enables them to make their own decisions about how they behave. Children are therefore developing good social skills and clearly understand what is required of them.

The partnership with parents and carers is good. Staff form good relationships with parents and ensure that they work together to meet children's individual needs. New parents receive an information file, which tells them about the setting, the 'Birth to three matters' framework and the Foundation Stage curriculum to ensure parents are fully aware of what children are doing and why. Regular newsletters keep parents well informed about forthcoming events and activities. Parents are encouraged to be involved with their children's learning, through the individual profiles that they complete initially, the introductory report and further progress reports issued throughout their time at the setting. Parents are informed what children are doing and are encouraged to share their knowledge, skills and ideas with the group. Staff ensure that regular discussions with parents and daily diaries keep them fully informed of their children's progress. Parent's comments are valued, staff are available to discuss any issues raised at the end of the session and a comments and suggestions box is in place to enable them to be heard. Parents are very positive about the group, staff, the premises and what their children are learning.

Organisation

The organisation is good.

Recruitment and vetting procedures contribute to children being protected and cared for by staff with a strong knowledge and understanding of child development. The majority of staff hold appropriate early years qualifications and staff attend training to update and enhance their skills. However, the qualification requirements for deputy are not currently met which means that children may not be appropriately supervised in the absence of the supervisor. Staff are committed to continually improving the care and education that they provide. Consequently, children's development is enhanced. Staff form a strong, efficient and well organised team, who work very well together and have a high regard for the well-being of all children. They are aware of their roles and responsibilities, which ensures that sessions run efficiently and smoothly. The available space is very well organised, to allow children independence and to maximise their play opportunities. Children are able to select different activities and resources during the session. This ensures that they are stimulated and their interest is maintained throughout their time at pre-school. Children's care, learning and play is therefore well supported.

All of the necessary documentation for the safe and efficient management of the provision is in place and record keeping systems are very well used to meet children's needs. In addition, the group's policies and procedures work well in practice, to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Children's arrival and departure times are monitored and recorded which means that staff are fully aware of the numbers of children they are accountable for. Overall, children's needs are met.

The leadership and management is good. There is a good, clear leadership from the manager, who is available at every session to interact with children, support staff and meet with parents. The manager ensures that appropriate plans are in place. Regular staff meetings and informal discussions are held to allow staff the chance to identify and discuss any issues they may have, concerning the curriculum or children's learning. This enables staff to reflect on their practice and to assess both their own and the setting's strengths and weaknesses. Children have access to appropriate play and learning opportunities, which meet their needs and help them to progress towards the early learning goals.

Improvements since the last inspection

At the last inspection the group were asked implement a system for carrying out regular staff appraisals, to update the complaints and child protection policy and obtain the relevant government guidance relating to child protection.

The required policies have been updated and child protection information obtained. Staff appraisals have been introduced.

Nursery Education

The group were asked to develop planning systems to show differentiation of activities. Specific support and challenge for children have now been included on plans.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide an action plan detailing how the deputy employed will meet the qualification requirements for supervisory staff
- increase opportunities for children to understand and take responsibility for personal hygiene, this relates specifically to accessing and disposing of tissues independently.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review the organisation of art and craft resources so that children can access them independently
- develop children's records to ensure that assessments are used to inform planning of the next steps of the children's individual educational programme.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk