

# The Crypt Pre School

Inspection report for early years provision

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<b>Unique Reference Number</b>	102806
<b>Inspection date</b>	04 December 2007
<b>Inspector</b>	Lynne Stephanie Bowden
<b>Setting Address</b>	The Crypt, St Marys Church, Killigrew Street, Falmouth, Cornwall, TR11 3PR
<b>Telephone number</b>	07970 367777
<b>E-mail</b>	
<b>Registered person</b>	The Crypt Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

The Crypt Pre-School is a well established provision. It is situated in the town of Falmouth. It operates from the playroom in St Mary's Church, Falmouth. The pre-school serves the local area.

There are currently thirty three children aged from 2 to 5 years on roll. This includes sixteen funded nursery children. Children attend for a variety of sessions. The setting currently supports children with special needs and children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:30 Monday to Friday and 12:30 until 15:00 Monday to Thursday.

The pre-school employs seven part time staff to work with the children. All staff have early years qualifications to NVQ level 2 or 3. The setting receives support from an advisory teacher from Family Services and the Pre school Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is outstanding.

Children benefit from and thoroughly enjoy the excellent, healthy, nutritious snacks, such as buttered bread or crackers, with choice of cheese, apple and raisins, with drinks of milk or water, occasionally supplemented with special treats such as hot chocolate and Panettone cake, to celebrate the Christmas season. The well established cafeteria style snack time is a relaxed and sociable occasion, where children enjoy choosing and preparing their meal for themselves with highly skilled support from a member of staff. This enables children to develop independence and self esteem as they butter their own sandwiches, pour drinks and count and measure ingredients when they prepare hot chocolate. Staff encourage children to try new foods, taking into consideration any specific dietary requirements. These are carefully noted from information provided by parents through registration forms, shared appropriately with staff and conscientiously respected by them.

Staff have sought and received detailed training and information enabling them to recognise and respond with confidence and highly effectively in the event of a child suffering anaphylactic shock. Records show that procedures for the administration of medicines are meticulously followed, by highly conscientious staff. Medicines are double checked by a second member of staff, who counter signs records, so ensuring that correct medicines and dosages are given. Children's health is safeguarded by the majority of staff holding current first aid certificates, ensuring that a suitably qualified first aider is always present and staff conscientiously follow the detailed and effective health procedures.

To protect children from risk of cross infection, staff and committee members fastidiously follow established policies and systems to keep the premises and equipment clean. Staff conscientiously follow the policy of excluding children with infectious illnesses, reminding parents and carers of exclusion periods. Children are developing a good awareness of personal hygiene. They routinely wash their hands before snack. Because of the layout of the building, children have to be escorted to the toilet, staff are sensitive and supportive especially of young children, quickly responding when informed that they need to go to toilet.

Children thoroughly enjoy and benefit from daily outdoor play and exercise. A range of activities are planned and enthusiastic, motivated staff promote children's physical skills and development. Children develop their spatial awareness and control as they climb over, under and through the climbing frame, along with varying and controlling their speed as they play 'What's the time Mr Wolf'. They develop strength, stamina and control as they happily participate in parachute games. Children refine their fine motor skill through activities such as threading, drawing, using scissors, controlling the computer mouse, modelling dough, spreading sandwiches and pouring drinks.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming, secure and safe environment, where access is effectively controlled and monitored. Staff keep the entrance secure and check on visitors through the spy hole, before allowing admittance. Outdoor play areas are secure and safe. Staff conscientiously follow the effective safety policies and procedures to keep children. Regular risk assessments are carried out ensuring that premises and equipment are safe, along with

professional checks on gas and electrical equipment. The setting is well equipped with a good range of resources, which are clearly labelled and stored so that they are easily accessible. Children are encouraged to be aware of and think about personal safety. For example, after being told of the hazards of Christmas tree lights, children earnestly repeat the warning, not to sit too close to the Christmas tree and touch the fairy lights, to each other and staff.

Children are protected from risk of fire, through the provision of suitable fire equipment and regular fire drills, which are recorded in detail in the fire log. This ensures that any problems can be identified and children are aware of the procedure. Staff also ensure that visitors to the setting are immediately informed of the evacuation procedure. Children's welfare is safeguarded through the staff's secure knowledge of child protection issues and the settings detailed child protection procedures. Staff receive effective training at induction and demonstrate sound knowledge of the setting's child protection policy and procedure.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children have good relationships with staff and confidently approach them to ask for help and share information. They are all actively engaged in a range of suitable activities that interest them. Staff make effective use of the Birth to three matters framework, when working with the younger children, to plan suitable activities to promote children's development.

#### **Nursery Education**

The quality of teaching and learning is good. Children are involved and interested in and excited by the activities planned and provided for them. They watch and listen with concentration and interest as they hear the nativity story, children repeating the lines that they will say when they perform the play at the end of term, all enthusiastically singing carols and songs to be included in the performance. Children confidently access a wide range of resources that support their learning, such as computers, puzzles and craft materials. They concentrate as they create crackers, cutting out pieces themselves, decorating them and showing off finished article with evident pride. They enjoy using dressing up clothes and role play equipment, confidently approaching adults, taking and writing down their orders of dishes wanted from the café. They develop independence and self esteem as they confidently choose and prepare their own snack and pour out their own drinks. Children learn to use comparative language appropriately, as they discuss sizes of boxes to wrap up as presents and staff introduce fluid measurement language as children play at water activity, measuring different quantities of water.

Daily activities and routines are used well to reinforce children's learning and skills. Children recognise their name cards and use them to self register on arrival and to record that they have had snack. They show understanding of writing for a purpose, automatically attempting to label their own work before starting to paint or draw. They enjoy writing letters to Father Christmas, using both script and pictures to ensure that their wishes are communicated clearly.

The balanced, detailed and comprehensive curriculum planning shows which activities are provided to challenge more able children. The team of staff constantly monitor the effectiveness of activities and consider ways to improve them. Adults skilfully ask children to consider and solve problems, for example, when using computer drawing program children choose to draw in white, staff ask them what colour background they need to use and why. When necessary, staff give children clear instructions, such as how to use a computer program, so increasing the child's skill and ability.

When children have attended the setting before beginning funded nursery education, staff use information gained from using the Birth to three matters framework, to establish children's level of attainment on entry to this phase. Staff regularly record their observations of the children and use this information to monitor their progress and plan future activities and targets for development.

### **Helping children make a positive contribution**

The provision is good.

Children are confident and secure at the setting. This is due to the staff greeting children individually on arrival and having good procedures to include and settle new children in. They encourage parents and children to attend introductory sessions and respect parents choices and decisions on how soon and for how long they initially wish to leave their children. They seek information from parents about their children at registration such as their preferences, families, language and religion and demonstrate sound knowledge of individual children.

The setting monitors the effectiveness of their equal opportunities policy. Children begin to learn about their own community and the wider world. For example, they learn about different ways of celebrating Christmas around the world, through information and resources sometimes provided by parents. As a result they begin to value and respect diversity and difference and appreciate their own culture and the culture of others. There is a good range of resources to teach children about other cultures and lifestyles for example; dolls, books, puzzles and posters so that children handle and make good use of resources that reflect the world they live in. Spiritual, moral, social and cultural development is fostered.

An effective special needs policy is in place. Staff have good experience of dealing with children with learning difficulties and disabilities and are familiar with and have initiated the statementing process, ensuring that appropriate support is provided for such children, when necessary. Staff liaise well with parents and other professionals, such as speech therapists working closely with them to meet children's needs and promote their development. Staff use sign language and picture cues to support communication with some children. However, sign language is not used universally to introduce all children to this communication skill.

Children are very well behaved. Staff are very good role models and give children clear explanations of what is acceptable and ensure that they have a clear understanding of what is expected of them. Consequently children are learning self-discipline and responsible behaviour. This is demonstrated by children reminding each other of the rules, such as not running indoors and some negotiate sharing and turn taking effectively without adult presence.

Partnership with parents and carers is good. Parents receive a professional, well presented, informative and prospectus, which includes information about the setting's policies, procedures and information about the nursery education provision. Parents also receive information on notice boards in newsletters and through information about the week's learning intentions on display table.

Though staff find out about children's backgrounds and preferences at registration, they do not seek information from parents about what their child knows and can do in relation to the stepping stones, when they first attend nursery funding. Parents are kept informed about children's progress both informally on a daily basis and at 'Target Times', parent meetings, when parents are shown evidence of how their children are progressing and informed of future targets set. However they are not involved in setting future targets.

## **Organisation**

The organisation is good.

Organisation of the setting is good; all necessary documentation is in place. Use of the room is well organised, the routine is well balanced and planned so that children have opportunities to participate in a balance of child led and adult initiated activities and have daily access to outdoor play. There are sufficient staff to supervise all areas and they are well deployed. Staff use their experience of dealing with children with learning difficulties and disabilities well, but sign language is not used universally. The key worker system is well established, ensuring that key workers have a clear awareness and knowledge of their allocated children's needs and progress. Staff know children well and share information regularly with parents, but do not fully involve parents in assessing their children's development and planning targets. The setting meets the needs of the range of children for whom it provides.

Leadership and management is good. Staff have regular appraisals, ensuring that training needs and opportunities are identified and addressed, with the committee supporting staff in accessing training. Each half term staff meetings are held to plan the curriculum, discuss children's progress and address any difficulties and monitor the effectiveness of the activities and planning. This ensures that children make good progress towards the early learning goals. Staff meetings are also used to keep staff up to date and share good practice and training they have attended outside the setting. Policies and procedures are reviewed regularly, along with progress in action plans, both on a rolling program and when changes in legislation prompt review.

## **Improvements since the last inspection**

At the previous inspection the following recommendations were made; to amend the child protection procedure, improve daily routine at snack time, develop the use of assessments to plan the next steps in children's learning and provide opportunities for parents to share their knowledge of what their child knows and receive regular information about their children's progress. All of these recommendations have been addressed.

Children's welfare is safeguarded through the amendments made to the child protection procedures, snack time is now an opportunity for children to develop their independence as children confidently serve and prepare their own snack, planning now includes extension activities to challenge more able children based on assessments and parents are able to share information about their child's progress at regular meetings with staff.

## **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.

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### 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):

- develop use of sign language amongst all children to aid communication and integration.

#### **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):

- strengthen parental involvement in establishing children's attainment prior to starting nursery education and involving them in setting future targets.

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