



Buckhurst Hill Baptist Church Preschool

Inspection report for early years provision

Unique Reference Number	402109
Inspection date	06 December 2006
Inspector	Samantha Smith
Setting Address	28 Palmerston Road, Buckhurst Hill, Essex, IG9 5LW
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Registered person	Buckhurst Hill Baptist Church
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?

Buckhurst Hill Baptist Church Pre-School opened in 1983. The provision receives full support from the church management committee. They operate from two play rooms within the community area of the Buckhurst Hill Baptist Church. A large sports hall is also available for musical and physical play activities several times a week. Children have direct access to a secure outside play area. The pre-school serves the local and surrounding areas.

There are currently 68 children from two to five years on roll, however children do not attend until they are 2 years 9 months. This includes 30 funded 3 year olds and 15 funded 4 year olds. Children attend for a variety of sessions.

The group opens five days a week during school term times. Sessions are from 9:00 until 11:30, and 12:30 until 15:00.

There are 11 part time staff working with the children. Of these eight hold appropriate early years qualifications and three are working towards. The manager has a Foundation Degree in the Early years and is currently working towards a BA (Hons). The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted due to the effective practices employed. Children independently manage their own personal needs and wash their hands at appropriate times during the routine of the day or when undertaking activities involving food, needing little reminding from staff. Clear explanations given by staff make them aware of the risk from germs and encourages effective hygiene practices. Staff are appropriately qualified in first aid and parents have given their permission to enable them to seek medical advice or care in an emergency. Children's well-being is therefore safeguarded as staff are able to take the necessary action if they are ill or injured while attending the pre-school. There is a sickness policy that effectively reduces the risk of cross-infection.

Children are developing healthy eating habits through the nutritious and healthy snacks provided. This has been achieved through the recent review of snack provision, where positive steps have been taken to ensure that children are being given a clear idea of what constitutes a healthy diet. Staff use snack time to further develop children's understanding of healthy eating as they take part in discussions and through the attractive colourful posters that are displayed around the room. Children take great pleasure and demonstrate high levels of independence in cutting up their own choice of fruit at the snack table, choosing when to eat. They talk happily with each other and members of staff.

Children take part in an excellent range of activities that promote physical development and co-ordination. They are developing a very positive attitude to fresh air and exercise. They relish the regular opportunities to play outside in the garden using the range of equipment available to them. Although the garden is small, the space is used well to maximise the opportunities for the children to show off their physical skills. For example, they pedal the bikes with ease as they manoeuvre around objects. Other planned activities support children's physical development. This includes using the large hall where they take part indoor games including jousting and obstacle courses. There are also regular visits to the park and forest as well as family sports days.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The rooms are attractively laid out prior to the children's arrival. Interesting activities and colourful wall displays in the hallway and classrooms create a welcoming environment and children are eager to attend. Children have access to a comprehensive range of toys and equipment which provide sufficient choice and successfully promote their development. Low level tables and chairs enable children to sit, play and eat in comfort.

Good security measures are in place and although the building is used by other groups during the day, the locked pre-school doors ensure that unwanted visitors are unable to gain access. Hazards are identified immediately and action taken to minimise the risk to children. The layout of the rooms allows children to move safely and freely between equipment. Children are supervised adequately and fencing around the garden area ensures children are only able to explore this area under staff supervision. Children are kept safe in an emergency because fire drills are clear and practised regularly. Staff are fully aware of their responsibilities.

Children are well safeguarded through the staff's comprehensive knowledge and understanding of the of their role in protecting children. Parents are made aware of the setting's responsibility through the child protection policy.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are extremely happy and confident within the pre-school. Staff are very aware of individual children needs; they offer high levels of support and assistance and as a result children achieve well. Staff have an excellent understanding of early years guidance such as of the Curriculum Guidance and 'Birth to three matters'. They use these well to plan an interesting, inspiring and stimulating range of activities.

Children enthusiastically select the toys and resources they wish to use from the excellent variety available. They are keen and willing to assist in daily tasks. For example, tidying up and selecting books. Children sit well and actively participate in group discussions; staff skilfully encourage them to put forward their own ideas which are highly valued and sometimes used to decide future topics and themes. They make excellent use of their environment and adapt the layout to create space for their innovative creations and cosy play as they turn their home corner area into a den.

They make friends with their peers, initiating conversations and involving other children and adults in their play. Staff interact exceptionally well with all children during planned and free-play activities. These warm and comfortable relationships that are developed by staff encourage children to feel secure and develop their self-esteem.

Nursery Education

The quality of teaching and learning is outstanding. Children are making exceptional progress towards the early learning goals. By the time they go to school they are ready, well prepared and confident to accept the transition to their new environment. Children respond to new activities and challenge with lively interest. A flexible and child-centred approach to planning and an excellent balance between adult and child-led activities allows children to learn at their own pace. Staff are keenly aware of how individual children learn and skilfully link all areas of learning into activities to build on children's interests. For example, a theme on castles and fantasy presents a range of learning mediums from jousting, story making to planning a healthy banquet meal.

Staff have an excellent knowledge of the Foundation Stage and they use observations and children's assessments to identify their next steps and plan for their learning. Plans present an excellent range of innovative activities and experiences very well linked to all areas of learning. The highly skilful interaction and effective use of discussion and questioning help prompt children's thought and consolidate their learning.

Children are extremely well-behaved and productively occupied throughout the day. They respond to the kind, caring role models provided by staff and involve them in their play and learning. Children get on very well with each other and enjoy playing imaginatively together. For example, a group of children work together using some large three dimensional blocks to make a speed boat, a castle and a nativity play scene. Then some begin to act out scenes from the recent nativity play they participated in. Children willingly participate during tidy up times at the end of the session. They sit and attentively listen to stories and they actively contribute to discussions as they recall events and share their own experiences with the group. Children's self-esteem is enhanced as their creative work is valued by the use of wall displays.

Children frequently manage their own behavioural incidents with great success. For example, a group of children waiting their turn at the IT table organise themselves in order to take turns. Children of all ages are widely consulted about what they want to do, which enables them to make decisions and suggest their own ideas.

Children are very confident communicators, sharing information with members of staff and talking to each other particularly during imaginary play. There are excellent opportunities for children to mark make, they have their own work books and use a variety of mediums including paints, stencils pens, pencil and paper. They understand rhymes as they listen to poems and join in with action songs enthusiastically. They handle books very carefully as they select books from the fully resourced book area. Children concentrate for long periods completing shape puzzles and they count with confidence as they use tally to count in a number different situations such as the number of children present and the number of beats on a drum.

They are learning about shapes and pattern and use walks around their local area to support this. For example, they talk about the size and shape of windows, doors and other familiar objects. They are learning about their environment through visits to the forest where they explore nature, collect leaves, twigs and bark to make rubbings. They are confident in using the computer operating the mouse to follow instructions as they play games to help their understanding of numbers. Their imagination is fruitfully encouraged in the inspiring role play areas.

Helping children make a positive contribution

The provision is outstanding.

Staff have a high regard for children in their care, they enjoy their role and positive relationships are in place and there is a positive atmosphere of mutual respect evident throughout the pre-school. Children are valued as individuals. They show a strong sense of belonging enhanced by the use of photographs throughout the pre-school and displays of their own work. The free choice of activities throughout the day ensures children have equality of opportunity to participate within all aspects of their care and learning.

Parents complete a profile 'All About Me' before their child starts at the pre-school which includes details of individual care needs. The setting is proactive identifying additional needs and enabling all children to be fully included in activities. Appropriate activities are provided and progress closely monitored to help children of all abilities to reach their full potential.

Children are very well behaved, this is supported by consistent behaviour management, clear explanations and the excellent role models provided by staff. Children work very harmoniously together, are kind and caring, show mutual respect and have high self-esteem. They manage their own behaviour extremely well and appropriate explanations help them to negotiate problems to avoid minor disputes. For example, as they sit together waiting their turn to use the computer they discuss and identify who's turn it is next and they use an egg timer to ensure all children have an equal turn. As a result children's behaviour is exemplary.

The setting works very closely with parents for the benefit of the children. New parents are encouraged to spend time settling their children in. During these visits they meet their child's keyworker who establishes familiar links with them with when they start at pre-school. All the necessary documentation to safeguard children's welfare is completed at this time.

Partnership with parents and carers of funded children is outstanding. Parents are provided with clear explanations how the setting will help children to work towards the early learning goals. Attractive displays and photographs provide parents with examples of how the pre-school is helping the children to gain knowledge in all areas of their learning. Parents share information about their child to help the pre-school assess their children's starting points. They play an active role in their children's learning and they are encouraged to spend time in the setting. There is an obvious good rapport between staff and the parents, consequently parents speak very positively about the education their children receive. Information is exchanged on a daily basis and formal parents evenings are held when parents are encouraged to look at and discuss and contribute their ideas to their children's progress records.

Children's spiritual, moral, social and cultural development is fostered. They are very confident and have high self-esteem demonstrated in the way they make decisions about the activities they wish to undertake and concentrate for long periods at the activities of their choosing. They make friends easily and show care and consideration for others. They enjoy conversations with adults and other children. They take part in community activities along with fund raising events to support the provision of aid in other countries. This helps them to value diversity and appreciate other cultures.

Organisation

The organisation is good.

All staff hold appropriate qualifications to work with children and the robust procedures in place for the recruitment of staff ensures they are all suitable. There are many years of experience within the staff group and children therefore benefit from the knowledge and experience of staff and their commitment to provide effective care and education. The keyworker system ensures children's assessments are well maintained and provides consistency for children and parents. Although somewhat small the premises are used effectively to provide appropriate activities for the children, enabling them to access an inviting and stimulating play environment.

Registers recording children's attendance are kept and clearly demonstrates the arrival and departure times of the children and staff, ensuring children's safety and well-being whilst at the setting.

Policies and procedures are effectively implemented to provide positive outcomes for children and give clear guidelines for staff and parents. All the documentation necessary to meet regulations, safeguard children and promote their health and well-being is well maintained and stored confidentially.

Leadership and management is good. The church committee and manager work well together to support staff and ensure the effective operation of the pre-school. Staff work well with each other and there are clear roles and responsibilities. Training needs are identified and staff are encouraged keep themselves updated through regular training. Staff are valued and the manager recognises the contribution made by each of them as a strength of the setting. Effective strategies to continuously monitor and improve the provision are in place and used effectively, ensuring that children receive the full benefits. As a result children are able to make good progress in all areas of their learning within a rich play environment.

Overall children's needs are met

Improvements since the last inspection

At the last inspection the provision was asked to ensure that children and staff arrival and departure times are recorded. The register clearly shows the arrival and departure times of children and staff, ensuring all that all persons present are accounted for and contributing to the safety of children and staff.

The setting was also asked to ensure that suitable hand washing and drying facilities are available at all times. Children have access to a toilet facilities and are encouraged to wash their hands regularly throughout the sessions. Hand paper towels are provided for children to dry their hands again this contributes to the prevention spreading germs.

At the last inspection the provision was asked to maintain the high standards of the education programme by ensuring that parents are encouraged to contribute to their children's assessments records. Parents attend regular meetings where they exchange information with the keyworker and contribute their own ideas and views towards their children's assessments. This has a positive impact on their children's future learning.

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

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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):

- continue to develop systems to monitor and evaluate the provision in care and learning (also applies to nursery education).

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):

- make improvements as indicated in the care section above.

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