



Testwood Baptist Church Pre-School

Inspection report for early years provision

Unique Reference Number	109825
Inspection date	02 November 2006
Inspector	Sylvia Dindar
Setting Address	283a Salisbury Road, Totton, Southampton, Hampshire, SO40 3LZ
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Registered person	TESTWOOD BAPTIST CHURCH PRE-SCHOOL
Type of inspection	Integrated
Type of care	Full day 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Testwood Baptist Church Preschool is a community group with Christian aims and beliefs. It is managed by a steering committee of church members and staff who employ an experienced staff team. Children come mainly from the area immediately around the church. The pre-school supports children who have English as an additional language and welcomes children with special needs.

During term time the setting will be open from 09:15 to 15:30, Monday to Friday and will cater for 26 children aged two to under five years. Most children will attend sessionally within these hours and may join in with the lunch club. The pre-school is registered to accept nursery funding for three and four year olds. There are currently 57 children on roll of these 22 receive nursery funding.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted and supported by the good use of appropriate record keeping and documentation including necessary consents. These include consents for emergency medical care and for the administration of medication. A fully stocked first aid box is available at all times and all staff have a qualification in first aid so that children can be dealt with quickly and safely when they are ill or have an accident.

Children learn good hygiene routines. They wash their hands before snacks and mealtime and after using the toilet. Children understand that it is to get rid of the germs. They are gently reminded when they forget, 'just one squirt gets the dirt' referring to the soft soap they use. Children find this amusing and remember it. They are provided with paper towels which are replenished regularly and kept at a low height so that children can reach them easily. Staff follow good hygiene procedures when they change children, for instance, they wear plastic gloves and aprons. They ensure that changing mats are cleaned down after use and that nappies are disposed of effectively. Staff follow rotated cleaning duties throughout the day, clean up spillages when needed and check toilets regularly ensuring that all areas remain hygienic. These procedures minimise the risk of cross-infection.

Children learn about the importance of healthy foods and are encouraged to eat a healthy diet. They are offered a range of dried and fresh fruit, bread sticks and toast. Children really enjoy snack time because they are involved in the process; they pour their own milk or water from the jugs provided. They take turns in offering the snacks around to the children. Parents are encouraged to provide healthy food for their children in a lunch box. These are labelled and stored in a large refrigerator so that food maintains its freshness. Parents are consulted about their children's specific dietary needs. Staff ask about such things as likes and dislikes, allergies and religious or cultural requirements, these are then acted upon to ensure that children are getting a diet that is safe and appropriate for their needs.

Children are provided with regular opportunities for physical exercise both inside and out. They move around the setting with ease and confidence. They love to hide from their friends and curl their bodies up to hide in small places. They enjoy games such as hopscotch and learn to hop balance. They run around and build up their stamina. Children's good health is promoted and supported by the good use of appropriate record keeping and documentation including necessary consents. These include consents for emergency medical care and for the administration of medication. A fully stocked first aid box is available at all times and all staff have a qualification in first aid so that children can be dealt with quickly and safely when they are ill or have an accident.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is paramount and staff show good supervision and are vigilant about children's safety. Daily risk assessments ensure that hazards are identified and safety features put in

place. The building is kept secure as a coded entry system is in place. The staff encourage parents to use a one way system and this is monitored to ensure the safety of children. Children are protected from unvetted adults. All visitors are monitored on and off the premises and are asked to sign in and out. Gates and barriers are used so that children do not have unsupervised access to areas where hazards may occur.

Children play in a safe and stimulating environment. Room is well organised into different areas so that children experience a range of developmentally appropriate play opportunities and play safely. They sit on low comfortable furniture and access a wide range of good quality, well maintained toys which are stored in low units so that they can access them easily.

Children become familiar with the emergency evacuation procedure and learn how to evacuate the premises safely. All emergency exits are kept clear. Smoke detectors are linked and fire fighting equipment is maintained; however, fire notices which are specific to the pre-school evacuation are not clearly visible.

Children are protected because staff are able to identify the possible indicators of abuse and have effective systems in place to ensure any concerns are recorded and reported effectively.

Helping children achieve well and enjoy what they do

The provision is good.

Children are relaxed and happy at the pre-school; most arrive excitedly. They are welcomed by staff who know them well as many have been in post for a long time and offer continuity of care. Children know the pre-school routine which gives them a sense of security and belonging. Children are able to play at a height that is comfortable as low tables and chairs are provided. They are cared for by staff who know them well as they gather the information they need from parents which ensures children's individual care needs are met. Children are provided with challenges that are appropriate for their age and stage of development and that promote their independence. Children are mostly kept busy but staff understand that children sometimes need the time out to watch and absorb what other children are doing or rest if and when needed. Staff are aware of the Birth to three matters framework and are beginning to use it in their practice. Therefore the setting meets the needs of the range of children for whom they provide care.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a clear knowledge of the Foundation Stage of learning. This is evident through discussion, previous plans and observation and record keeping. The group have recently reviewed the way in which they present learning opportunities to children and are presently implementing a new system of continuous learning. Staff explain how children can develop the six areas of learning through a single activity. Minimal planning takes place, as staff take their lead from the children, and then use their skills to maximise children's play experience and learning. Since its implementation no evaluation has taken place to ensure that children are getting a broad and balanced curriculum in all areas of learning. Record keeping from the start of September is scant and staff are not able to evidence how they plan to continue to progress children's learning and meet individual needs.

Children are provided with a good range of developmentally appropriate resources, that they access easily and enjoy. Children are developing their own play ideas and learning to think and make decisions for themselves. When they are struggling then staff support them by either providing additional resources, asking pertinent questions that make children think or suggest ideas. Children therefore are becoming independent learners, are sufficiently challenged and are engaged in activities that mostly interest and excite them. They are motivated to learn by staff who praise and encourage them building their confidence and self-esteem.

Children play creatively and use their imagination as they engage in craft activities and role play. Most children enjoy dressing up and some make their own props which allow them to develop their design making skills. Children are keen to make telescopes as they want to become pirates. They show skills when cutting and sticking and are able to develop their right and left hand preferences. They make quivers and bows as they pretend to be Robin Hood. Children enjoy the painting experience, they show confidence when using a brush. Each child is able to freely express themselves. They learn about colour and texture, they watch how things change by their actions. They show pleasure as they explore the texture with their hands and make hand prints on a clean piece of paper. All children enjoy music, they join in with familiar songs and rhymes. They choose instruments and learn to listen and recreate simple rhythms.

Children particularly like the book corner where they have access to a wide range of attractively displayed books. They enjoy sitting on the small upholstered seats or relaxing on the cushions, they are happy to look at books by themselves or involve another child or a member of staff to share in the activity. They begin to understand that print carries meaning as they write their names or link the word to the picture that is displayed on many resources. Children love story times and are able to anticipate what comes next as they enjoy favourite books such as 'The Bear Hunt'. Staff are skilful at story telling. They engage and excite children as they use the intonation in their voices, they use children's natural curiosity and extra props such as puppets to maintain their interest and help children understand about feelings. Children are encouraged to take books home and share them with their parents. All children are well supported in their language skills as staff respectfully listen to them, observe their body language and respond to them appropriately.

Children learn about numbers through counting routinely, through books and through singing rhymes and through the games that they play. However, there is limited evidence that children use calculation routinely. There are few number displays throughout the setting, which means that children experiences are limited in number recognition.

Snack times, mealtimes and circle times are social occasions when children feel relaxed and talk about the things that are important to them. Children show consideration for others, they clear the plates away and offer the snacks around. They learn to take turns and share through group activities; the clever use of sand timers ensures that children have an equal chance to play on popular activities, such as the computer or the wheeled toys.

Children are able to confidently handle and manipulate tools with ease, for example, they enjoy using the work bench, where they practise screwing bolts and are able to accurately hit items with the plastic hammer. They are able to manage the sellotape and use the stapler.

Children have opportunities to plant bulbs and learn about the life cycle of plants as they plant bulbs in the springtime and explore snowflakes with magnifying glasses and watch what happens when it's warm. Therefore, the setting meets the needs of the range of children for whom they provide care.

Helping children make a positive contribution

The provision is good.

Children settle quickly because they feel a sense of belonging in the environment. Most are emotionally secure and show trust in their carers. Each child has a named place to put their coats and are encouraged to identify a drawer in which they can put their treasured possessions, such as comforters and favourite toys. Children feel secure because they know the pre-school routines and are consistently cared for by staff who know them well. Staff gather information from the parents and use this effectively to help them care for individual children

Staff set a good example and treat children with respect. They praise and encourage them and value the work that they do, displaying it on the walls. Staff monitor children to ensure they all have equal access to the activities of their choosing. Children are beginning to grow in confidence as they take part in circle time. Props are provided to help children deal with shyness, such as the soft sensory bunny with long ears that children hide behind whilst they find the courage to sing, tell a story, or sing a rhyme. A wide range of tools and equipment are available so that all children can take part. These include a range of ride on toys to suit children of different sizes. Children are provided with play opportunities and resources in which they learn about differences between themselves and others. Books and puzzles are used to talk to children about their feelings. Children with English as a second language are well supported. Staff takes note of the child's body language and are close by to support the child in their play.

Children's behaviour is generally good. They often show good levels of concentration in their play. They are given firm boundaries so that they know what is expected of them. A behaviour policy is shared with parents so there is consistency between home and the pre-school. Children are learning to take turns and share, this is aided by the effective use of a sand timer which reminds children that they have had their allotted time on their favourite toy and it's time for someone else to take a turn. Children form friendships and invite others to share their games. They show concern and consideration for others, for example, they tidy each others plates at snack time and show concern when another child gets hurt. Children are provided with play opportunities and resources in which they learn about differences between themselves and others. Children's social moral and emotional, spiritual and cultural development is fostered.

Partnerships with parents and carers is satisfactory in nursery education. Staff have a good rapport with parents and are able to share a two way flow of conversation. Parents are encouraged to share such information as dietary, cultural or specific needs. However, in nursery education there is no formal way of documenting what parents believe to be as the starting point for their child. Staff understand that sometimes parents needs to speak in confidence and allow them the time and space to do this. Parents are fully informed about the group's policies and procedures and sign to say that they have read and understand them. A parents' handbook explains to parents about the Foundation Stage of learning; a twice yearly parents' evening is offered to parents so that they can talk about their child's development in a more

formal way. Occasional newsletters advise parents of some of the changes within the pre-school. However, parents have not been made fully aware of recent changes in the way the pre-school has decided to present the curriculum to children. There is limited information provided so that parents can feel involved and extend their child's learning at home.

Organisation

The organisation is good.

Leadership and management of nursery education is satisfactory. Practitioners are supported by a management team who provide annual appraisals and business support to the pre-school. They are committed to building a trained and experienced staff team. An induction procedure is in place to ensure that new staff and volunteers fully understand their role and responsibilities. Policies show that the committee generally support practitioners in their role as nursery education providers. However, there are no systems in place to evaluate and monitor the effectiveness of the quality of teaching and learning. This means that the pre-school have no way of ensuring that children continue to make individual progress. A recent review has highlighted some unrest amongst staff and parents. A full review has taken place and action put together but has yet to be implemented. The committee recognise that a more formal approach is needed to monitor the day to day running of the pre-school to ensure that they that they are aware of the day to day issues that arise and act on them accordingly.

Appropriate procedures are in place to ensure that children are cared for by practitioners who are trained and experienced in their role as day care providers. Appropriate vetting procedures are in place to ensure that adults are suitable to be in close contact with children. Good systems are in place to ensure ratios are maintained. Staff show a commitment to ongoing training and development. Children develop a sense of belonging at the pre-school and their care needs are well supported. Practitioners work with parents to gain knowledge of children's individual home and family circumstances. All records required by regulation are in place and these are shared with parents. The environment is well organised and children access a range of developmentally appropriate play opportunities which they enjoy. Therefore the setting meets the needs of the range of children for whom they provide care.

Improvements since the last inspection

At the last nursery education inspection the group were asked to provide more opportunities for children to link sounds to letters. Staff have addressed this in a number of ways by playing games with children, for example lotto, identifying the letter at the start of their names and by the use of books. They were requested to provide an effective formal staff appraisal system; this is now in place and occurs annually.

They were asked to develop ways of sharing records and involve parents in the assessment of their child's progress. Staff share development records on request, parents are invited to twice yearly open session to talk about their child's development. They have introduced a home pre-school diary but this is fairly new and not well established, so little is written. Parents are provided with prompt sheets for activities. Staff talk to parents casually about their child's development on a regular basis. However, there is still no formal way in which they can tell staff what they know about their child at the beginning of the Foundation Stage. Some parents

still feel concerned about their lack of information and involvement in nursery education so another recommendation is made to address this.

In the care inspection they were asked to make arrangements for sharing child protection procedures with parents. They have addressed this by giving parents a copy of the child protection policy and asking them to sign to say that they understand it. A poster is displayed which shows them the process that takes place if concerns are raised.

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):

- ensure that the pre-school fire notices are clearly displayed

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):

- develop robust systems so that parents can contribute what they already know about their child at the beginning of nursery education and keep them fully informed of any changes which affect children's learning
- develop systems for monitoring the effectiveness of teaching and children's learning
- improve the systems for evaluating nursery education and ensure that systems are in place to show what is planned for the next stage in children's learning

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