

Redhill Baptist Church Pre-School

Inspection report for early years provision

Unique Reference Number	122606
Inspection date	08 March 2007
Inspector	Debbie Molly O'Callaghan
Setting Address	Hatchlands Road, Redhill, Surrey, RH1 6AE
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Registered person	RBC Family Foundations
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?

Redhill Baptist Church Pre-School was registered as a Sessional Care Facility in March 1992. It is located in church premises in the town of Redhill in Surrey and welcomes children from all religious backgrounds. The pre-school serves families living locally or in the surrounding areas and it is open for 33 weeks per year during school term time only. Sessions for older children begin at 09:15 and end at 11:45 on Mondays, Tuesdays, Thursdays and Fridays and on Wednesday afternoons from 12:15 to 14:45. There are three afternoon sessions for younger children from 12:30 to 15:00 on Mondays, Thursdays and Fridays. The group has access to two halls, a group room, a kitchen and toilets. An enclosed garden area at the rear of the building is used for outdoor play.

There are 40 children on roll at present. At the time of this inspection six four-year-olds and 22 three-year-olds are in receipt of nursery funding. A small number of children have special educational needs. A few children hear other languages spoken at home. Ten part-time members of staff work with the children. One member of staff is a qualified teacher and two others hold appropriate qualifications in childcare and early years education.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from being cared for in a clean and hygienic environment. They learn about their own personal hygiene as they clearly understand the need to wash their hands after using the toilet. However, staff do not follow appropriate measures to reduce the risk of cross-infection, as children share a bowl of water for hand washing before snack time.

Children enjoy a range of healthy snacks including fresh fruit and vegetables each day which promotes their good health. Children take part in cooking and food tasting activities to help them discover a wider range of foods and what they like and dislike.

Outdoor play and physical activity is positively promoted by staff. Children thoroughly enjoy daily access to physical exercise and games in the fresh air, whenever the weather permits. They play with a wide range of equipment such as a large climbing frame, bikes, balls, balancing beams and tunnels to crawl through. All of which provide children with opportunities for them to develop their balance, co-ordination and general physical skills. Provision is made to enable children to rest or be active as they need, promoting their physical well-being.

Clear and accurate records relating to accidents and medication are maintained, however these are not consistently shared with parents. This prevents parents from being fully informed about their children's health and welfare needs.

All members of staff are suitably first aid qualified to ensure any medical emergencies are dealt with appropriately.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe in a well maintained and welcoming environment. Staff succeed in providing a bright and stimulating environment for the children by attractively displaying their art work throughout the premises. This gives children a sense of pride in seeing their work displayed and admired.

Children benefit from having plenty of space in which to move around safely, allowing them to explore their environment and develop independence. They have free access to a wide range of equipment which is of good quality and meets the needs of the children attending. The toys and resources are easily accessible allowing them to make independent decisions about their play and initiate their own learning.

Children learn about road safety on walks to the library and surrounding areas. They have enjoyed a visit from the local lollipop lady and they practise holding hands, stopping at the kerb and looking and listening for traffic. As a result, children are learning how to keep themselves safe.

Children are safeguarded because staff have a clear understanding of child protection procedures and their responsibilities to the children they care for.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily and are eager to chat to the staff and other children. They are very relaxed and benefit from the happy and caring atmosphere staff create. Children relate well to the staff and build strong friendships with other children.

The routine of the group enables children to enjoy time to play on their own and develop their own ideas. Children also enjoy taking part in group activities, which they do with great confidence.

Children enjoy their learning and are all engaged in purposeful play, supported well by the staff.

NURSERY EDUCATION

Children are making progress in all areas of development. They develop physically through indoor and outdoor play, intellectually through focused activities and socially through expectations of good behaviour and values, such as sharing and caring for their friends.

Children play very imaginatively. They enjoy role play in the home corner, devising a game of family members and making up their own very unusual names. They also use hoses during outdoor play and enjoy pretending to be fire-fighters.

The quality of teaching and learning is good. Children are making good progress towards the early learning goals because staff have a secure knowledge of the Foundation Stage and how children learn. The planning systems are clear and detailed. They include detailed observations which recognise children's individuality.

A well balanced curriculum ensures children have a wide range of experiences that supports their learning in all areas. Staff make good use of observations and maintain records of the children's progress and achievements. Staff regularly evaluate activities, however this information is not always used effectively to identify children's learning needs or inform future planning.

Children are beginning to recognise their own names and self register with name cards at registration and snack time. They have lots of opportunities to make marks and become engrossed in the mark making area as they choose from a plentiful supply of resources. Children understand how to handle books carefully and the current 'Book Week' theme encourages children to further develop an interest in reading and stories. At story time children listen very well.

Children recognise numbers confidently and count spontaneously in play, during story time and when singing songs. Children play with a range of resources which enable them to develop an understanding of other mathematical concepts such as colour, shape and size.

Children are learning about the community they live in and the wider world, allowing them to develop a sense of place. Staff make good use of everyday opportunities to maximise learning. For example, they point out the spring flowers growing in the children's garden and encourage children to look at these and talk about them.

The pre-school has established a link with a playgroup in Peru. Maps and pictures relating to this topic are displayed in the pre-school. This enables children to develop an awareness and

understanding of other cultures through practical and interesting experiences. Staff plan a range of other activities that help children to learn about the wider world. For example, children celebrate Chinese New Year. The pre-school is decorated with the children's art work of a Chinese dragon and examples of Chinese writing. Children's art work is beautifully displayed. They confidently use glue, scissors, paint brushes and a whole range of art materials. Children's work is valued and gives them a sense of belonging.

Helping children make a positive contribution

The provision is good.

Children are developing a good sense of the community they live in as they go out on walks in the area to local places of interest. They are aware of the wider world because staff provide them with a good range of resources that promote all aspects of diversity. The group have sponsored a play group in Peru, they have displayed all pictures and correspondence from the group for children and parents to see. Stimulating activities which include celebrations from differing cultures, such as Chinese New Year and Christmas.

There are good systems in place to support children who have special needs. Close liaison with parents and outside agencies ensures all children's needs are well planned for and met. Children behave very well and learn to respect their environment. They willingly help to clear away toys and enjoy responsibilities. For example, they help each other to carry equipment to the cupboard. Staff are consistent in their approach to behaviour management and use appropriate strategies. This helps children learn right from wrong. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents complete an initial assessment of their child which ensures staff have a good knowledge of individual needs and achievements. There are both formal and informal systems in place for staff and parents to share information about children's individual progress and development. Parents contribute to their child's assessment at parents' evenings. The regular sharing of information enhances children's progress towards the early learning goals.

Organisation

The organisation is good.

The happy atmosphere of the playgroup contributes to the children's confidence and independence skills. The manager ensures that all staff are suitable to work with children at the time of their employment.

The staff work extremely well as a team, ensuring that children and parents experience consistency and continuity of care. Their commitment to further improvement is reflected in the programme for staff training and the process for self-evaluation and continuous assessment. Children benefit from the smooth running of the group and clear routines which make them feel secure.

Policies and procedures are all in place to promote the efficient management of the setting. Documents are correctly kept with most of the necessary detail included.

The leadership and management of the nursery education are good. Staff have fortnightly planning and review meetings to ensure that they all understand the learning intentions of

planned activities, and to update children's files. Planning is in place which identifies children's next steps in their learning, however this is not always followed through on every occasion.

The manager works beside her staff which gives her a comprehensive knowledge of work taking place in the group.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last Inspection there were a number of recommendations raised. These related to policy documents and resources. The group were required to devise an equal opportunities policy and child protection policy, that is consistent with current legislation and guidance and to share this with staff and parents. They have addressed this by devising and implementing comprehensive policies, which are available for parents. As a result, clear policies are in place to support good practice and staff and parents are fully informed about these.

The group were also required to ensure that children have access to an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. The group have increased their range of toys, resources and positive images that reflect diversity. This helps children to develop an understanding and awareness of the wider world.

Complaints since the last inspection

Since 1 April 2004 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 accident records are always countersigned by parents.
- review the provision for hand washing before snack time to prevent cross infection

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):

- continue to develop the links between evaluations of children's progress and future planning.

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