

Moreton Baptist Church Pre-School & Playgroup

Inspection report for early years provision

Unique Reference Number	306430
Inspection date	24 April 2007
Inspector	Jean Evelyn Thomas
Setting Address	Moreton Baptist Church Hall, Hoylake Road, Moreton, Wirral, CH46 6DF
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Registered person	Moreton 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?

Moreton Baptist pre-school and playgroup opened in 1970. It operates from designated rooms in Moreton Baptist Church, in Moreton, Wirral. A maximum of 33 children may attend the pre-school and playgroup at any one time. The service is open each weekday from 09.15 to 11.45 and 12.45 to 15.15 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 78 children aged from two years to five years on roll. Of these, 65 children receive funding for early education. The pre-school and playgroup currently supports children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The pre-school and playgroup employs seven members of staff. All hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted because health and hygiene procedures are effectively implemented by staff. For example, cleaning routines are in place to ensure the premises and play materials are suitable for children's use. Children learn to keep themselves healthy through following hand washing routines before eating, after toileting and following messy activities. Anti bacterial liquid soap, warm water and paper towels are provided to facilitate this process. Children understand that the reason they follow this procedure is to protect themselves from germs. The sick child policy and the staff's knowledge of the procedure to follow if children contract a communicable illness helps to prevent the spread of infection. Four members of staff are qualified to administer first aid.

Children learn about healthy eating through activities and the provision of a nutritional snack which consists of low level salt and sugar foods. In conversation with each other children identify nutritional foods and products which they describe as 'junk'. Information is obtained and recorded from parents about children's dietary needs. Systems are in place to ensure all dietary requirements are met and children are not offered food which may trigger an allergic reaction. Staff have not completed food hygiene and handling training to ensure correct procedures are in place. Water is available at all times. Children are encouraged to respond to their bodily needs and help themselves to a drink when thirsty.

Children enjoy a range of activities which contributes to all aspects of their physical development. They benefit from energetic play both outside and indoors. Children learn that it is important to stretch their muscles before they pursue physical activity as they complete warm up exercises.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in bright, well maintained setting which staff make attractive and welcoming. There are colourful displays of children's art work. This helps to foster children's sense of belonging. Activities are organised within the different registered areas of the church premises to offer children the stimulus of a change in environment and an opportunity to pursue activities in smaller group sizes. Children are escorted to the toilets. Staff supervise the older children from a discreet distance to encourage their self help skills. The kitchen has recently been refitted and offers suitable facilities for food preparation and storage.

Children benefit from the extensive range of play materials, equipment and books. The stock of play materials enables staff to vary the equipment set out to sustain the interest of the children and to present a challenge to extend their learning and development. Activities and resources are set out at low level to promote children's skills of independence in making their choices in the play they pursue.

Children are cared for in a safe environment where risks are identified and minimised. Daily safety checks are carried out before the children arrive. Children learn how to keep themselves safe on the premises, for example, fire drills are regularly practised so that children know what to do in the case of an emergency. They know not to run indoors unless it is a specific activity as they may hurt themselves or others. Staff are vigilant at the beginning and end of the session. They position themselves to observe children to ensure they do not leave the premises without

a parent or carer. Children are kept safe on outings through a high level of supervision. The ratio of one member staff to two children is maintained and staff reinforce road safety procedures.

Staff have secure knowledge of child protection issues and the action they would take in order to protect children from harm. Staff are aware to report concerns to the appropriate agency.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and confident. The settling in procedures which are organised to meet children's individual needs and the key worker system helps to achieve this. Children confidently separate from their parents and are eager to start their play. Children develop strong relationships with staff, who respond to them warmly and recognise their achievements. Staff have good knowledge of their key children, their needs and abilities, which is reflected in the written records that staff keep. The staff have implemented the 'Birth to three matters' framework. The planning for the younger children is based on the framework to promote their development. The play areas are well organised to offer children continuous play provision. This gives children opportunity to make choices and become independent learners. Children pursue play at their own pace in a relaxed atmosphere, where they can revisit activities to practise skills and consolidate their learning. Staff follow children's interests in learning and interact well with them to promote language development. Staff provide opportunities for children to use a broad range of materials to explore and express their own ideas. For example, paints, water play, sand, play dough, small world play and role play. In the outdoors play area the children's chalk drawings create an attractive garden art work display.

Nursery Education

The quality of teaching and learning is good. The staff have good knowledge and understanding of the Foundation Stage and the areas of learning. This is reflected in planning and teaching. Staff are clear about what they intend children to learn and activities are developed well. Grouping of children is planned to take into account different ages and stages of development, which means that the needs of different abilities are met. As a result children make progress. Staff make regular observations of children's learning and use this information to inform planning. Although the plans do not formally identify differentiation in activities for individual children. Most children attend the playgroup and progress to the pre-school. Staff use their knowledge of the children well to build on what they already know to develop their learning. However, systems are not in place to obtain this starting point information from parents of children who are new to the setting.

Interaction with the children is consistently enthusiastic and supportive. This motivates children's interest and enjoyment in activities. Children develop good levels of concentration and listening skills. Staff have high expectations for children's learning and make good use of questioning skills to encourage them to think. For example, after playing with the parachute the staff ask how they can fit the large parachute into such a small bag. Through discussing their ideas and trial and error, the children succeed with minimal adult guidance. They are delighted with their result and clap to express their sense of achievement.

Children use mathematical language in play without prompt from staff and many count beyond ten. Building the rail track the children decide how many more pieces they need to complete the track. They count the required number from the storage box and share out the trains and

carriages. Staff organise specific activities for mathematical development. These are enjoyed by the children and sparks their imagination as staff are creative in presenting the activity. For example, with a small group of children staff use a hoop as a prop and tell the children that this is the farmers field. Children's imagination is nurtured as they are encouraged to talk about the field, the farmer, the animals and crops as well as recognising written numerals and selecting the corresponding number of animals from a bag.

Children have good opportunities to develop their early writing skills and learn about writing for a purpose. There is a well stocked writing station which children access freely and writing materials are situated in the role play area. Activities are designed to develop handwriting skills, many children can write their own name. Story time stimulates children's imagination and interest through staff's enthusiastic story telling skills. Children understand the sequence of the story and predict what happens next. Children initiate a rhyming string starting with the word drip from the story, words included trip, skip. This interest is perpetuated by staff who give the children other words to rhyme. Whilst doing this the children spontaneously identify the initial sound of the words and know which letter it is.

Children's creativity is promoted in most activities. They have good opportunities to express their own ideas. Children are fascinated as they make patterns in the soft sand using a variety of tools. They show excitement as they listen to the classical music tape and use musical instruments to interrupt the rhythm with fast, slow, gentle movements. Staff create interesting role play areas both indoors and outside, currently the indoor area is an office. Children find out and identify the uses of everyday technology as they use the computer key board and telephone when engaged in imaginative play. At circle time children and staff develop their own story, taking turns to add to it. They sing actions rhymes linking to their story with great enthusiasm.

The children are adept at using the computer. The programmes used are age appropriate and designed to promote different areas of learning. Children operate the programmable toy for a floor game. They successfully make it move the required number of spaces and in the correct direction.

Children enjoy physical exercise and show good coordination skills as they move confidently indoors and outside. They use various types of equipment to promote their balancing and climbing skills. Children develop good hand to eye coordination when handling small tools, such as scissors, shape cutters and glue spreaders.

Helping children make a positive contribution

The provision is good.

Children are valued and treated with courtesy and respect. Their contribution to the group is positively encouraged. All children are included in the activities provided and individual needs are well met. This helps to promote children's confidence and self-esteem. Children with disabilities or learning difficulties are effectively included and supported. Staff work well with parents and outside agencies to meet children's needs. Children learn about diversity of society through using the resources available, looking at the posters displayed around the room and through discussion topics. Staff skilfully encourage children to think about similarities and differences as they discuss aspects of the story they had heard in the classical music session of 'Peter and the wolf'.

Children's behaviour is very good. Staff consistently implement positive strategies to encourage children's behaviour and present themselves as good role models. Children interact well with their peers and staff. They develop skills to negotiate and consequently play cooperatively together. Children appropriately adapt their behaviour to the different activities, such as being quiet and listening at circle and story time. Children show consideration and respect towards others. For example, a group of children were building blocks and others carefully avoided the construction whilst they played respecting the children's work.

Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Effective systems are in place to ensure good communication both verbally and in writing. Parents are kept informed about the progress their children are making through regular discussion with their child's key worker and at formal meetings. Parents are aware of the activities their children are involved in through weekly notices, which also provides suggestions on how to continue the learning at home. Information is displayed about the Foundation Stage curriculum and 'Birth to three matters' framework in addition to the explanations about the continuous play provision. Policies and procedures are available including the complaints procedure. Parents are warmly welcomed into group. The manager has adapted the 'Peer Early Education Partnership' scheme for parents to be involved with the session, and observe their children in play.

Organisation

The organisation is good.

Leadership and management is good. The manager has completed management training to improve her skills in this role. The manager has a clear vision and commitment for children to receive a quality curriculum for their early years education. Staff are motivated through the manager's enthusiasm. Staff have successfully completed the Effective Early Learning training and have implemented the programme of ongoing self evaluation to review practice and develop the service provided to children and parents. This includes seeking opinions of parents and children through discussion and questionnaires, evaluating activities and regular team meetings. Staff work extremely well together to create an effective team. They all have a clear understanding about their role and responsibilities for children's well-being. The staff work together to develop the plans of activities, believing this team approach produces stimulating and varied play experiences for children. The team meetings and appraisal systems ensure staff work in a consistent manner.

The employment procedures are robust to make sure suitable persons are appointed to work with children. An induction procedure is in place for new staff to ensure they become familiar with the procedures. Staff put a great deal of effort into organising the registered areas to create a stimulating environment which ensures children's safety. The layout of the main playroom offers children areas where they can pursue quiet activities undisturbed. For example, the book corner with comfortable seating and clear space for the floor play. The ratios and deployment of staff ensures children receive good quality care, support and attention.

All documentation to promote children's care and welfare is readily accessible, well organised and accurately maintained with the exception of the attendance register. This system does not ensure the hours of attendance is recorded at the beginning of the afternoon session for all children present. The confidential information is securely stored to protect children's privacy. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Since the last care inspection the recording systems have been altered regarding the staff's clearance details. The recommendations from the previous nursery education inspection have been met with a positive effect on children's welfare.

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 complaint 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 staff responsible for the handling and preparation of food are fully aware and comply with regulations relating to food safety and hygiene
- improve the current system for recording the children's attendance to ensure their safety

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):

- ensure base line information is obtained from parents for all children to plan appropriate activities to develop their learning and further develop the differentiation in the plans for the individual needs of children.

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