

The Mustard Seed Pre-School

Inspection report for early years provision

Unique Reference Number	107607
Inspection date	26 June 2007
Inspector	Michelle Smith
Setting Address	Herne Hill Baptist Church, Half Moon Lane, Herne Hill, London, SE24 9HU
Telephone number	07849 896504
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Registered person	Mustard Seed Christian Pre-School
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 satisfactory. 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?

Mustard Seed Christian Pre-School has been registered since 1997. It is located in Herne Hill. The group operate from one large room in a church hall, with access to an enclosed outdoor play area. The nursery is open five days per week term time only. Sessions run between 09.30 to 12.15.

The nursery cares for a maximum of 24 children aged from two to five years at any session. There are 21 funded three year olds and four funded four years olds. Most children live in the local area.

There are seven full time staff who work with the children. Four have a recognised early years qualification. The setting receives support from a mentor from local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well organised nursery environment. Children access a range of good quality activities, that are enjoyable and meet their individual needs and contributes positively towards their health. Children access outdoor activities daily, where they benefit from regular fresh air and physical exercise. They enjoy sports day, where they engage in a range of different games and activities, for example, obstacle races. Children play with balls, wheeled toys and climbing equipment to develop their co-ordination. This means children are developing a positive attitude towards physical exercise, through appropriate physical challenges. For example, children enjoy music and movement, where they develop an understanding of spatial awareness. They move around the outdoor area skilfully on their riding equipment.

Children are developing an understanding of good hygiene practice, for example, they are encouraged to wash their hands before their snacks. The older children are very good at attending to their own personal needs, for example, they visit the bathroom independently. Children are provided with opportunities to practise and achieve independently. Children's wellbeing is safeguarded, by clear procedure and policy, in regards to caring for children that become unwell. There are clear procedures in place for children with health requirements. This means children's health is safeguarded. All required documentation in place. All staff have completed first aid training, this means they can administer first aid safely in the event of an emergency.

Children enjoy well balanced and nutritious snacks that contribute to a healthy diet. Children are developing a good understanding of healthy eating and enjoy their snack time as a social event. They have access to drinking water throughout the sessions. Children have a wide variety of healthy snacks that is appealing to them and meets their individual needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move around the nursery freely and safely. Staff take the necessary steps that minimises risk for the children in and outside the nursery. For example, staff conduct a premises check daily before children arrive. Children access an outdoor area that is safe and secure. Staff supervise children at all times throughout their play time. Children enjoy a wide range of toys and equipment that meets their needs and interest. The play provision is of good quantity and quality and rotated on a regular basis, to provide children with varied play experiences. The toys are age appropriate and meet safety standards. There is sufficient space to meet the needs of the children, where they play and socialise with their friends. The equipment enables children to meet their specific needs.

There are clear procedures in place for checking safety elements in the nursery. For example, they contracted the recommended specialist to maintain large play equipment, this means children can play safely. All safety equipment in place is in working order, therefore, children can explore their surrounding safely. The staff safeguard and promotes children's welfare through the clear child protection procedures. Staff have access to the 'what to do if your worried about a child being abused' document, therefore, children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle very well at the nursery and learn in a calm and relaxed atmosphere. They have built good relationships with the staff and respond well to them. Staff interact very well with children and use opportunities to extend the children's knowledge, through learning opportunities that arise during play. For example, children enjoy counting together in a group during the registration programme. Staff build upon what children already know. Children access a wide range of learning experiences that are age appropriate and enjoyable for children. The children socialise very well together and enjoy the company of their others. They play very well and welcome others into their play.

Nursery Education

The quality of teaching and learning is good. The staff provide children with opportunities to learn and explore within their surroundings. The learning experiences are interesting and challenging for the children. The children are encouraged to make choices about their activities. They move around the nursery independently and confidently as they investigate the different range of activities.

The staff interact very well with the children, they get involved in the children play. For example, during the music and movement session, staff move around with the children as they pretend to be the ocean and sea creature. Children laugh together happily as they enjoy taking on different role play experiences. They benefit from opportunities to develop their physical skills and spatial awareness, as they ride wheeled toys. Staff provide children with enjoyable outdoor activities. For example, children enjoy sports day in the park with their friends, as they take part in a range of different outdoor games. The children enjoy a wide range of learning experiences that are age appropriate and provide sufficient challenges. Children are beginning to share and take turns. Children are grasping the concept of numbers as they count to 20 and beyond. This means children are developing an understanding of mathematical thinking, through simple methods. They are learning to recognise different shapes and size in different forms. For example, a child sat down and made a cube using magnetic construction toys. This means, children are developing an understanding of 2 and 3D, as they join and assemble. Children take part in focused learning activities, where staff use props. For example, children enjoy phonic session using a croaking bird.

Children enjoy group activities with their friends and develop an understanding of waiting and taking turns. For example, during the baking activities children wait to make their own individual rock cakes. Children are beginning to develop early writing skills through enjoyable activities. For example, a child forms recognisable letters as she writes her name on her painting. This means children are learning to form letters through a range of different practical experiences. Children enjoy listening to stories and reading books independently, as they develop an understanding that print carries meaning. Children access a wide range of creative activities, where they use different materials and techniques. For example, they made octopuses from foam materials and plastic containers. This helps children develop an understanding of different textures, shapes and sizes. There are plenty of opportunities for children to use programmable equipment, for example, they enjoy using a camera and taking pictures of others. Children enjoy visits from the local fire services, police and dentist. This helps children develop an understanding of the people that help within the local community.

Staff record observations of children's progress in all areas of learning, but they are not consistent in identifying the next steps for children's learning and how children's learning will be moved on. They evaluate activities and recognise aspects of activities that need to be improved to benefit the children.

There are no children present with learning difficulties and/or disabilities. The nursery have a designated Special Educational Needs Coordinator (SENCO) and useful links have been established with the Local Area Inclusion Officer.

Helping children make a positive contribution

The provision is good.

The staff know the children well, they have built good relationships with each other. They are developing self assurance through the close relationship that they have with their friends. For example, children play very well with their friends in the home corner and welcome others. Children share their personal experiences and future events, for example, 'I'm going to the same school as my sister' and another child stated 'I'm getting a puppy'. Children are becoming effective communicators, as they socialise and play with their friends. Children tend to their personal needs and develop their independence. Children are confident in their environment. Children are well behaved and play together harmoniously. They play well together and show consideration towards each other. They greet and welcome each other into activities, for example, during role play activities and outdoor activities.

Staff are very good at praising and encourage the children for their achievements. They understand the positive impact this has on children. The children are becoming confident learners through the learning opportunities provided by the staff team. There are no children present with learning difficulties and/or disabilities. There is a SENCO, that works with the inclusion officer. All children participate in all activities that are made available.

Children access a range of play materials, play opportunities and activities that reflect disability, diversity and acknowledges cultural differences. They celebrate different festivals throughout the year, for example, Christmas and Easter, due to the Christian ethos. They do not celebrate different religious festivals, but children from different religious backgrounds are welcomed into the setting. The nursery fosters children's spiritual, moral, social and cultural development.

Partnership with parents is very good. Parents are welcomed into the setting and staff provide parents with information daily. They are well informed of events through regular newsletters. Different opportunities are provided for parents to discuss their children progress, for example, at the beginning and end of the day. They operate an open door policy, where parents come and settle their child. The parents have the opportunities to contribute to their children's learning, for example, parents are encouraged to assist in morning sessions and help operate the snack bar.

Organisation

The organisation is satisfactory.

The leadership and management is good, the setting is well lead and managed. The management provide staff with opportunities to progress. Staff have a clear sense of purpose as they know their role and responsibilities. Children benefit from the high staffing levels and most of the staff hold early years qualifications. Staff's qualities are acknowledged and encouraged by

management. This leads to a good rapport between staff and impacts positively on the nursery. Planning is collaborated well and completed in advance, however, it is not always evaluated.

There are policies and procedures in place, including one for complaints. These are shared and accessible to parents. All staff have access to the policies and understand them. There is a registration system in. However, the lack of details in the attendance register is a breach in regulation.

The staff use their time well. There are system in place for recording children's achievements and their progress. There are some inconsistencies in the records for recording children's targets. A key worker system is used which enables staff to know the children well. The children feel secure and confident with their carers, which helps to build secure relationships. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, they agreed to include contact details of the regulators (Ofsted) to their complaints procedure. The contact details for Ofsted has been added to the complaints procedure.

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):

- make sure children and staff's arrival and departure times are recorded in the registration system

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 sure planning is evaluated and threaded through to children's progress development records; make sure there is a clear link between planning and focused

activity plans and make sure children's next steps of learning are identified and recorded in their development records.

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