

# Counterslip Baptist Church Pre School

Inspection report for early years provision

---

<b>Unique Reference Number</b>	106937
<b>Inspection date</b>	15 November 2007
<b>Inspector</b>	Yvonne Campbell
<b>Setting Address</b>	648 Wells Road, Whitchurch, Bristol, Avon, BS14 9HT
<b>Telephone number</b>	01275 833377
<b>E-mail</b>	
<b>Registered person</b>	Counterslip Baptist Church Pre-School Committee
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Counterslip Pre school opened in 2003. It is situated in the Whitchurch area of Bristol and serves the local community and surrounding areas. It is managed by a management committee which includes parents of children who attend the group. The Pre school operates from several rooms in Counterslip Baptist Church located on a main route through the city. There are close links with the church. Opening times are Monday to Friday from 09.30 to 12.00. An afternoon session is also held on Tuesday afternoons from 12.30 to 15.00. The pre school operates during term times only.

There are currently 28 children on roll. Of these 15 children receive funding for nursery education.

Seven permanent members of staff work with the children of these, three including the pre-school leader hold Level 3 qualifications. Two member of staff hold Level 2 qualifications and a further three members of staff are working toward obtaining Level 3 qualifications. There is also an active and involved team of seven volunteers who support staff and have direct contact with children. Staff also have support from an admin worker and a treasurer.

The pre school has submitted an evaluation report for the Bristol Standard for Early Years quality assurance scheme which has been validated. The group has links with a teacher advisor from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children play and learn in a clean environment where they are developing an understanding of the need to maintain their personal hygiene. They have access to a pleasant toilet and nappy changing area which is cleaned regularly by a cleaner. Liquid soap, warm water and paper towels are available for the hand washing procedure and children become increasingly familiar with the routine as they are supervised by staff. They also wash their hands before snack time using a bowl in the hall. Staff have hygiene practices which minimise the risk of germs being ingested by children. For example, the tables are wiped with a germ killing spray so that they are clean before children have snacks. Also, staff use disposable gloves when preparing and handling raw food like cucumber and carrots.

Effective procedures ensure that children are excluded when they are unwell and infection is not transferred to others. Parents have access to the health and hygiene policy which includes a section on common childhood illnesses and exclusion periods. Parents are verbally informed if any children are absent with known infectious illnesses such as chicken pox. Children receive prompt attention to minor accidents as several members of staff have current first aid certificates. The first aid box is kept well stocked and is accessible for use. A record of accidents children have is maintained and parents sign to acknowledge that they have been informed. Systems are also in place for the administration of medicines including: obtaining prior written permission from parents, safe administration by two members of staff and the correct storage of medication such as inhalers.

Children are learning about healthy eating and they enjoy a varied selection of healthy snacks. This includes: vegetable sticks, fruit, cheese and crackers. Children also enjoy occasional treats such as a small amount of baked crisps and flapjacks. They have good support from the adults who sit with children and engage them in discussion about what they like to eat. Children feel confident to try food they have not eaten before as staff offer gentle encouragement and praise them for trying. They also invite children to describe textures and say what the new food taste like.

Children have milk or water at snack time. Additional drinks are available throughout the session when children ask. Children's individual dietary needs are met well. Written information about food allergies and preferences is recorded and two named members of staff are responsible for serving snack to children to remove the risk of children eating food which may be harmful to them.

Children enjoy vibrant outdoor play which offers them many opportunities to develop new, and to strengthen existing physical skills. Two adjoining play areas are accessible and active play using mobile toys including bikes and tricycles, takes place in one area. Children move around freely at speed, building up large muscle strength in their legs as they control and move the equipment in different directions. They use coordination skills to hold on and climb steps of the slide then slide down.

Children enter the second area easily through a small gate if they want to be involved in different types of play. There is a safe, cushioned, all weather turf surface which ensures that outdoor play takes place on most days. Children choose less robust play here and set themselves physical challenges such as learning to balance on low planks and controlling the movement of their arms to aim and throw bean bags. They also have other forms of natural exercise such as, gardening activities when they use tools to dig and till the soil to plant seeds and bulbs.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Staff organise the large indoor space effectively allowing children to move around safely and independently. The hall is welcoming and an inviting area for play where children have access to several activity areas including: a writing table, imaginative play area, a book corner and puzzles on tables. There are also educational displays connected to the current topic. Children are safe at arrival and departure times as staff monitor the doors at arrival and departure times to ensure that all visitors have legitimate reason for entering the pre school. The inner doors are secured during the session and children are supervised during visits to the toilets as other functions occasionally take place in the main church during the times the pre school operates.

Children use a wide range of good quality toys and resources which are safe and suitable for their age group as the preschool has a selecting equipment policy. All toys and equipment are well made and conform to safety standards. Regular checks are carried out to ensure that all items remain safe for children to use. Staff make checks when they put resources out each day and also when they are put away at the end of each session.

Staff have a good understanding of safety issues for children, there are procedures in place to identify risk and to put control measures in place. For example, adult chairs in the hall are stacked at an acceptable height and the seats are turn sideways to ensure that children are not tempted to climb onto them. A thorough check is made of the outdoor play area each morning so that children can enjoy energetic play without the risk of harm from unidentified hazardous objects or animal litter. Children also play on a safe cushioned artificial surface which reduces the risk of injury when they have accidents during play. Staff ensure that children are familiar with the procedure for leaving the building safely in an emergency as they organise regular fire drills. The procedure is well known to all and the equipment needed including the rope, register and mobile phone are kept in a designated area.

Children's well being is safeguarded and promoted as staff have a sound understanding of what constitutes abuse and the signs and symptoms which cause concern. The church also has a 'Safe to Grow' policy which increases awareness of abuse and ensures that staff, church workers and volunteers are vetted and are not a risk to children. Parents have information about abuse as the safeguarding children documents are displayed for information. However, staff have not attended recent training on the local safeguarding children's recording and referral procedures therefore, they are not entirely clear about sharing some records of existing injuries with parents.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Most children are happy and excited as they arrive at preschool. They make good progress as there is an enjoyable and challenging programme of activities to help them play, learn and socialise with their peers. Younger children who are new to the group are given time to settle in and parents can choose to stay until they feel their children will not become distressed by

separation. Children are calmed and reassured by staff and their parents are contacted if they do not settle.

Nursery education.

The quality of nursery education is good.

Children are cheerful and outgoing. They know the routine for saying goodbye to parents and carers and they start play until large group time on the carpet. Children are confident speakers, they listen and answer to their names at registration time and join in the discussion as staff remind them of the theme of Old Mc Donald's Farm and review the things they have done so far. Children know letter shapes and are able to recognise their own name labels amongst others on the board. They are beginning to link letter sounds to words. Staff support children as they do this by sounding out the first letter of their name. All children have many mark-making opportunities and older children can write letters and numbers clearly. Children take pleasure in listening to music and stories through head phones attached to a tape recorder. They show an understanding of how to operate the equipment and attract the attention of a member of staff when the machine does not come on. However, though it is a well resourced and comfortable area, children do not use the book corner sufficiently during free play.

Children can recite numbers in the correct order. They count the number of children present at registration time. They are beginning to understand how to add to a large number by including the smaller number of adults present to give the total number of people in the room. Children also know shapes and explore spatial capacity when playing in large cardboard box which they made into a tractor. Mathematical imagery displayed in the room enable children to visualise how many things a specific number represents. For example, two objects are placed under the number two and three under the number three, and so on.

Children have excellent opportunities to learn about the wider world through the current theme of Old Mc Donald's farm. They enjoy imaginative play in the 'Farm Shop' where they play shopkeepers and customers. They know that goods are exchanged for money and also show clear understanding of the concept that credit cards also represent money and they know that cards must be swiped to release the money. Children are also familiar with the use of equipment such as weighing scales and cash registers. Children express their creativity through the use of malleable material such as dough. They also explore the use of various musical instruments and the sounds they make.

Teaching and learning is good. Staff have a comprehensive understanding of the stepping stones towards the early learning goals and they plan interesting activities to engage children and to help them build on what they already know. Topic and plans are carefully thought through and implemented to enable children to gain different types of learning within the theme. For example, during free play most of the resources set out for children to use, consolidate their understanding of the theme of life on a farm. These include: several types of small world play figures and puzzles of farm animals. Also, the extension of counting skills with children's use of money in the shop. Children also learn that some everyday foods such as milk and butter comes from the farm during large group discussion. Children's learning is further promoted during small group activities where they have opportunities to learn together in mixed ability groups. However, though children are fond of stories and they look at books under the supervision of adults during reorganisation of the room, they do not visit the book corner independently during free play and staff do not have a strategy to encourage children to do so.

## **Helping children make a positive contribution**

The provision is good.

Staff have a positive attitude towards diversity which enables children to become aware of their own and other cultures through planned activities and also through readily available daily resources. For example, children have access to interesting and appealing books with positive images of life in countries such as: India, China and Brazil. Children also take part in activities to recognise cultural festivals including: Diwali and Chinese New Year. There are also special visitors who bring in national costumes for the children to see. Children are very involved in more traditional festivals and staff provide opportunities for children to explore and to contribute their ideas. For example, activities based on Bonfire Night and another based on Harvest celebrations when children learn about providing for others in the community.

Children behave well as they are familiar with the routine and know what is expected of them during the session. At the signal, given by the rustling of the tambourine, children stop playing and listen to the adult who instructs them about clearing up. They also go to the circle time area at the same signal and sit on individual mats as they wait for story time. They feel valued as each child gets the opportunity to be the 'helping hand' for the day and to carry out small tasks to assist staff. The behaviour policy sets out the methods used to moderate unacceptable behaviour and staff discuss any behavioural issues with parents. They also ensure that children who have known weaknesses such as, not being able to sit still for small group activities, are given tasks which use their activity positively and help them to learn without becoming stigmatised.

Children's spiritual, moral, social and cultural development is fostered. They learn about new life of plants which appear in spring from the bulbs they have planted in the winter. Children are established in their own cultural understanding as they learn about others. They enjoy activities which celebrate annual festivals including Christmas. Children have a sense of right and wrong which enables them to comply with adult instruction without showing signs of unhappiness or displeasure.

Staff work closely with parents to provide continuity of care for children. They give regular information about care and engage parents at dropping off and collection times. A large neatly presented notice board containing information about matters connected with the pre school is accessible. Parents read at their leisure. The policies and procedure of the preschool are accessible to parents in systematic files kept on a table close to the entrance. Parents are encouraged to be actively involved with the preschool through helping out during sessions. Many parents take advantage of this opportunity to further their skills of how to play with their children. Some parents maintain a close link with the preschool by becoming official and vetted volunteers when their children leave to start their formal education in reception classes.

Partnership with parents is good.

Parents know the purpose of nursery education as staff discuss this with them at pre placement meetings. They know who their child's key worker is and keep in contact. Learning intentions and topics are displayed on the parents' notice boards and staff also back this up with additional information in newsletters. Parents are aware of the progress their children make as staff explain the areas of the Foundation Stage profile to them. Parents also provide objects for their children to bring and show. Parents have access to their children's records of progress.

## **Organisation**

The organisation is good.

Children are happy and relaxed in the organised and well resourced pre school. Staff are very able and they are committed to improving the care and education they offer children. All staff and volunteers have checks, these are arranged and monitored by the administrator. The preschool also has established recruitment and vetting procedures. Staff files are maintained and there is evidence of qualifications and training courses attended.

The record of attendance is maintained as required and shows clearly the exact times of children's arrival on the premises. Staff and visitors are also recorded on the main register. Children have close and ongoing support and supervision as the adult to child ratio is maintained at a higher than required level of at least one adult to every six children. In addition, volunteers and parent helpers support staff during the sessions. All documents which support care procedures and the effective running of the group are in place. These are accessible in the operational plan folder which is accessible for reference.

Leadership and management are good. The leader manages staff in a very enabling style. They are free to share and include their ideas about plans for the learning programme. All staff are very responsible and take ownership for what they do by ensuring that they are fully informed about plans and procedures. Practices are evaluated and changes made as appropriate. Staff have the opportunities to evaluate their own professional development and identify areas for improvement. This is carried out during the appraisal system. Staff also have regular training as a group and they have completed the evaluation report for validation of The Bristol Standard for Early Years for 2007 to 2008. However, staff are not sufficiently aware of the impact of children's lack of use of the book corner in promoting the all round development of children's language and literacy. The setting meets the needs of the range of children for who it provides.

## **Improvements since the last inspection**

At the last care inspection, staff agreed to a recommendation to continue to develop the operational plan and include risk assessments. The organisation of written documents to support care practices have now improved and a comprehensive risk assessment has been carried out on the premises. Individual risk assessments are also carried out for outings.

At the last nursery education inspection, staff agreed to develop methods for further extending the learning of more able children. Teaching and learning have now improved to include levels of differentiation in plans for small group activities. Staff use appropriate methods to extend each child individually depending on the way learning takes place and their different abilities.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required Ofsted or the provider 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

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 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):

- further improve procedures for keeping children safe and ensure staff have up to date training on the area safeguarding children procedures

#### 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):

- further improve teaching and learning and develop strategies to encourage children to use books independently.

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](http://www.ofsted.gov.uk)