

# Oldfield Park Baptist Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	133061
<b>Inspection date</b>	06 November 2007
<b>Inspector</b>	Sue Vernon
<b>Setting Address</b>	Triangle, Bath, Avon, BA2 3JD
<b>Telephone number</b>	07799 271853
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<b>Registered person</b>	The Trustees of Oldfield Park Baptist Pre School
<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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Oldfield Baptist Pre-School has been established for over 35 years. It runs from the church hall on the main road in the shopping and residential area of Oldfield Park, Bath. It is owned and managed by a committee of parents. The pre-school uses the main hall, side rooms and has access to toilets and a kitchen. They use part of the grassed and enclosed paved area for outdoor play.

The group is registered for 24 children aged two to five years and meets every morning in term time from 09.30 to 12.00. There are 21 children on roll, of whom 21 receive funding for nursery education. The group employs six staff, five all of whom have a Level 3 childcare qualification and one of whom is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Good systems are in place to support children's health and wellbeing. Children enjoy drinks of water or milk and healthy food such as fresh fruit, plain popcorn and vegetable sticks for their snack time. Children help themselves to additional drinks of water from a jug and cups which are displayed during play sessions. Staff collect information from parents regarding any special dietary needs and are happy to support them. This makes parents feel secure. Information on the group's sickness policy is in their policy file which is offered to parents. This helps parents understand that the group does not accept infectious children in order to prevent possible cross-infection.

Children follow daily routines that promote good hygiene. They enjoy washing their hands independently after messy play or before eating using a bowl unit and paper towels placed in the hall. Staff record any accidents or medication administration appropriately and share records with parents which supports continuity of care for the children.

Good opportunities for physical play are offered within each session. Children develop their climbing and balancing skills on a climbing unit and enjoy an indoor obstacle course where they hop, jump and balance on plastic stepping stones and hoops. Children develop their small muscle skills well as staff help them use scissors during craft activities or support them in fixing construction pieces together.

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

The provision is good.

Effective systems are in place to support children's safety. Comprehensive risk assessments are used on a daily basis to ensure that both the indoor and outdoor environments are safe, and suitable equipment such as socket covers and child-friendly barriers are in place. This enables children to move around safely during sessions as they play in the different registered areas. Fire safety issues have been addressed well and children's safety is supported by the displayed evacuation drill which is practiced regularly. Children learn about safety requirements as they wait and take turns balancing on the plastic stepping stones, or wait for staff supervision when they visit the toilet area.

Children play enthusiastically with the modern, safe resources which include a new set of physical play equipment with basket and ball, low stands to jump over and hoops. Toys and play equipment are safe and suitable for the age groups attending, with staff routinely checking and re-placing them. A welcoming environment is created by attractive screens which demarcate play areas and also display information for parents. The staff prepare the hall in advance and set out tables with puzzles and floor-play areas with books. This enables the children to move smoothly into play.

Children are supported by the staff's secure understanding of child protection issues and the required procedures to be followed if any concerns arise.

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

The provision is good.

Children arrive happily and settle well. They are pleased to greet staff and keen to join the activities such as looking at books on the mat as everyone is arriving. Staff use a key worker system which helps them get to know children well. For example, staff give extra support to shy children who need extra time to settle in the group. Children respond well to the staff's friendly approach and enjoy sharing activities such as building a marble run together. Children enjoy a good range of play resources and activities. They try a variety of craft work as they make firework pictures or make their own paper-plate person. They enjoy regular cooking activities such as mixing individual Christmas cakes and have fun with extended imaginative play in the well equipped home corner.

Nursery Education.

The quality of teaching and learning is satisfactory.

Staff have a generally sound knowledge of the Foundation Stage and the six learning areas. They use this knowledge to plan activities around the six areas of learning, although the learning aims of activities are not always clear. Observations are made on children's learning and linked into individual records, however, these are not always used effectively in order to identify children's progress or any gaps in effectiveness of the teaching programme. As a consequence, activities are not consistently extended in order to challenge all the children. Staff use open questioning satisfactorily when working alongside the children in order to prompt their thinking, for example, asking 'how else do we get wet?' when discussing the weather.

Children are confident to speak in group time and enjoy describing their birthday or firework night experiences. They develop independence as they wash their hands using a water-bowl unit or put away toys together at tidy-up time. Children use language and sounds effectively as they describe using shampoo to wash their hair, or mimic the noise of fire works. They start to recognise their name on name cards but staff do not consistently link phonetics to letters. Children learn that writing and mark-making has a purpose as they 'write' a list for shopping in the home corner. They value books and enjoy sharing story time with actions or looking at books by themselves.

Children count within some daily activities such as puzzle games and circle time when they enjoy jumping as they count the numbers of children present. However, they do not link numbers to numerals consistently. They use mathematical language as they compare whether there are more boys or girls at register time. A member of staff helps children use mathematics for simple problem solving as they discuss how she can get through a small home corner door. Children learn the value of technology as they use the mouse to enjoy simple computer games. They experience how things change as they mix cooking ingredients together to make cheese scones or play with lumps of ice in the water tray.

Opportunities to be creative are offered through art and craft work as children make night time pictures and painting activities such as hand printing. Children have opportunities to explore different textures as they scoop dry lentils or play with sand or play dough, although these are not always consistently available. Children learn about colours as they layer chalks on black paper and discuss the changes. They enjoy imaginative play in the home corner which changes into a café or shop with different resources. Children enjoy sharing action songs and rhymes whilst acting out the story.

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

The provision is good.

Staff work closely with parents in order to find out about each child's individual needs and how to support them. Good information is gathered on an 'All about me form' which helps staff build effective relationships with the child and their family. Settling-in visits are encouraged and a parent helper rota is offered. This enables parents to learn about the routines of the group. Good daily feedback to parents is offered through a white board where key activities are written up. Information about the group and staff team is displayed attractively on screens for parents who also have a comments box and regular newsletter. Policies and procedures are offered in files but not all details are in one place such as with the complaints policy.

Staff use positive methods to encourage good behaviour. They give consistent praise as children attempt new skills such as holding scissors which encourages children to persist well. Children learn about good manners, for example, as staff explain why they must take turns on the computer. Children enjoy being the day's 'special helper' and proudly show their sticker as they help with small jobs such as at snack time. This builds their self-esteem well. Children's social, moral, spiritual and cultural development is fostered. Their family life is valued as they draw pictures of their homes and families and they learn about other cultures through visits from parents who talk about their own cultural celebrations such as Diwali. Children enjoy activities to join in such as making Diwali lights and drawing rangoli patterns.

Partnership with parents is satisfactory.

Parents of children with a funded place receive limited information that links funding to the curriculum. Information on the six areas of learning is displayed and parents know that they can see their key worker at any time. They mostly know they can see their child's progress records and sometimes receive information on a weekly theme which enables them to share in children's learning.

## **Organisation**

The organisation is good.

Secure recruitment and employment systems are in place to ensure suitable checks are made on staff and helpers which supports children's safety. Staff hold appropriate qualifications and training is valued. Staff are supported in attending workshops and continuing to further develop their skills. Staff to child ratios are met and exceeded and daily registers record attendance appropriately. Policies and procedures are in place and offered to parents, however, details are not always consistent. Areas are organised well within the sessions to provide a variety of play opportunities and meet children's care needs.

Leadership and management is satisfactory. Children who receive a funded nursery place benefit from the emphasis on further training and qualified staff. The staff have allocated time for planning and record keeping, however, the lack of clarity in identifying learning aims and linking to children's individual learning needs to planning has not been identified. The setting meets the needs of the range of children for whom they provide.

## **Improvements since the last inspection**

At the last care inspection, the group were asked to improve hygiene around hand washing. Children now enjoy using a bowl unit with pumped water so each child can have clean water

and develop their independence as they use it by themselves. They were also asked to extend their equal opportunity resources. They now display a welcome poster in different languages, offer a variety of multi-cultural play figures and have extended the books provided.

At the last nursery education inspection, the group were asked to develop the use of the book corner and writing opportunities within play. Children enjoy looking at books, sitting on soft cushions and have more opportunities within play for writing as they have free choice of paper and pens as they draw pictures and make-marks.

### **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.

## **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 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 policies such as the complaints policy include consistent information that is made available to parents.

#### **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 activity planning, observations, evaluations and progress records are used to promote each child's learning progress through the stepping stones
- extend opportunities for providing challenge within activities, linking numbers to numerals and letters to phonics
- provide consistent opportunities for free creative play.

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)