

# Chingford Mount Baptist Church Pre-School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	155087
<b>Inspection date</b>	13 November 2007
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<b>Setting Address</b>	Leadale Avenue, Chingford, London, E4 8AT
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<b>Registered person</b>	The Trustees of Chingford Mount Baptist Church Pre-SchoolPlaygroup
<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?

Chingford Mount Baptist Church is run by the Chingford Mount Baptist Church Committee. It opened in 1970 and operates from a community church hall with two playrooms on separate levels. It is situated in a residential area in Chingford within the London Borough of Waltham Forest. There is no access to a secure enclosed outdoor play area. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 09.30 to 12.00 and Monday, Tuesday and Wednesday from 13:00 to 15:00 term time only.

There are currently 40 children aged from two to under five years on roll. Of these 14 children receive funding for nursery education. The nursery supports children with special educational needs, and also supports children who speak English as an additional language.

The nursery employs nine staff. Five of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a qualification. Staff receive support from the advisory teacher from the Waltham Forest Early Years Development and Childcare Partnership (EYDCP). The pre-school is a member of the Pre-school Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children stay effectively healthy because the provider follows current and up to date environmental health and hygiene guidelines. For example, the setting is thoroughly cleaned and risk assessed prior to the arrival of the children. Practitioners maintain all surfaces that children have contact with during the session by using anti bacterial sprays, consequently reducing the risk of infection and disease to children.

Children manage self-care skills well and are learning about the importance of good hygiene routines. For example, they are aware of the need to wash their hands prior to eating and after toileting. They benefit from practitioners acting as positive role models, having a good understanding of first aid and understanding the correct administrative procedures to be followed if accidents occur or children require medication. Required documentation, such as for emergency treatment, is in place.

Children gain an understanding of healthy eating through the varied range of nutritious snacks they enjoy whilst in the pre-school. For example, children enjoy apple slices, pears, bananas, vegetables, and occasionally whole meal breads and healthy crackers. Allergies and parental wishes are discussed prior to a child commencing in the provision, and are recorded and accommodated, consequently children's health is effectively promoted. Children freely help themselves to drinking water in sufficient quantities to meet their differing requirements, for example, a jug of fresh water is available with beakers, consequently their dietary needs are successfully met.

Children enjoy fresh air regularly during well organised walks to local parks and shops. Children learn about their bodies as they prepare to go outside, for example, they talk about what they will wear to ensure they keep warm. They play indoors on large mobile bikes, play cars and scooters. Children have opportunities to effectively run, manoeuvre the wheeled toys or use the slide. Children are developing good co-ordination and control when using small equipment, such as scissors, pencils, tweezers and wood work. They have frequent opportunities to practise and refine these skills.

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

The provision is good.

Children play and relax within premises that are clean, well maintained, warm and welcoming to parents and children. For example, parents enjoy a well resourced notice board that provides information and certificates of all of the practitioners' achievements. Children delight in recognising their work on the display board, however, display space is limited, consequently children have fewer opportunities to contribute to their surroundings. Children benefit from the staff having a good understanding of safety issues and the need to take positive steps to prevent accidents. For example, staff are well deployed, the premises are secure, and a stair gate prevents children accessing potential hazards.

Comprehensive policies and procedures, implemented well by practitioners, ensure children's safety. Daily risk assessments are undertaken before the session begins to check the premises are safe. Security is a priority, practitioners supervise the door when children arrive and depart, this is then locked to prevent them leaving the premises unsupervised. Children are learning

to share responsibility for their own safety through practical activities, such as taking part in emergency evacuation drills, undertaking road safety sessions and not running on the slope that leads to the focus room. Children move around the playroom freely, safely and independently.

Furniture and storage units are all at child height so that children are able to make independent choices and share responsibility for keeping their environment tidy. For example, children are interested as they choose from the well resourced home corner and enthusiastically tidy away for circle time. They use an excellent range of good quality equipment to stimulate their learning that is regularly risk assessed for breakages and cleanliness.

Practitioners show good knowledge and understanding of child protection issues which helps them protect children from harm and neglect. They are clear about appropriate procedures to follow if they have concerns regarding a child's welfare. Appropriate policies and procedures are in place and easily accessible.

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

The provision is good.

Children are settled, enjoy themselves and are happy in their play. Practitioners ensures they take part in activities on offer each day, as well as giving them support and helping them settle in. Children have effective accessibility to a suitable range of resources as they are presented attractively and at child level ensuring free choice and independence.

Children develop confidence and self esteem because practitioners offer plenty of praise and encouragement during activities and discussion. For example, children discuss the life cycle of a frog at the nature table and are praised for offering suggestions and answers. Children are very interested in what they do as they listen for instruction at circle time and complete all of the tasks. For example, children enthusiastically balance on different legs and reach as high as they can. They confidently answer questions, knowing that their contribution will be acknowledged positively by practitioners.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage and use brief observations of individual children to assess the child's progress along the stepping stones. However, observations do not always assess the child's next step and therefore planning does not clearly include children's individual needs. Assessing children's progress and achievement is not always easy and therefore hinders effective planning. Children have assessments made at the beginning of the Foundation Stage and these are then used to evaluate children's development. Some staff use sound questioning techniques and interaction to enable the children to benefit from the activities that are provided, however, this is inconsistent, meaning that the children are not always gaining and learning from the activities on offer.

Children are confident and sociable as they chatter to one another and practitioners. They are learning to cooperate with each other and are competent at taking turns and sharing. For example, they wait and pass food to each other during snack time, take turns during circle time and share tools during creative activities.

Children are provided with opportunities to write with a purpose when completing postcards to take to the post office. They are beginning to use language to negotiate and to use marks to represent writing. However, staff do not always use appropriate strategies or questioning techniques to encourage children to build on these skills, consequently opportunities to extend children's learning experience are lost.

Books are easily accessible throughout the session, consequently children gain a sound awareness of how to handle books and develop an interest in choosing books for pleasure. Children are confident to speak in groups and concentrate and listen to stories. Labelling around the play area is inconsistent, unclear and confusing consequently there are lost opportunities to develop children's understanding of pattern, shape and sequence of words and sentences.

Children are beginning to represent numbers using their fingers when singing songs. For example, children enthusiastically count their speckled frogs during circle time. They are introduced to mathematical language, through activities, and learn to make comparisons, such as 'full and empty' and 'over and under' when playing with sand. Children play competently on the computer. They are adept at controlling the mouse and enjoy using other equipment, such as calculators and magnifying glasses.

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

The provision is good.

Children are effectively cared for by practitioners who work with parents to meet the children's individual needs, for example, parents work with the key worker initially to complete a comprehensive child profile. This is used as a foundation to the child's development and learning while attending the pre-school. Children feel a sense of belonging because the practitioners successfully include all children in activities and are attentive to their questions, needs and comments. For example, when settling children the key workers monitor children from the peripheral, stepping in when needed to offer support.

Children have a good understanding of responsible behaviour, such as walking slowly and carefully down the sloped path. They refer to their rules poster and know 'to be kind to one another' and 'polite'. Practitioners spend time during circle times discussing what these words mean and how they can fulfil them. This is further reinforced through the use of individual stickers and stamps awarded for co-operative and thoughtful behaviour, such as sharing, speaking nicely to each other and listening. Children work harmoniously with others, for example, they sit together at the snack table and pass the fruit plate to one another, acknowledging their peers with a 'please' or 'thank you'.

Children develop a positive attitude towards others and gain an effective understanding about the wider world. They learn about festivals and playing with a variety of resources introducing them to other cultures, for example, play food and utensils, dressing up clothes, small world figures and books. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from the friendly informal relationships between practitioners and parents. Parents feel comfortable in the setting and are confident to speak with key-workers about their child's day. They feel welcome and actively involved in settling their child, and assured that they are able to stay with their child as long as the child needs the reassurance of their presence. They receive good quality information about the setting in the welcome pack. The partnership with parents and carers is satisfactory.

## **Organisation**

The organisation is good.

Children's welfare is supported effectively by staff that are appropriately qualified and experienced in caring for young children. There is an effective operational plan in place, which helps to ensure sessions run smoothly and children benefit from stable routines. Children's personal information is securely stored and easily accessible to support children's care, such as in an emergency. There are thorough systems for recording the daily attendance of children, staff and visitors, which has a positive impact on promoting children's safety.

The leadership and management is satisfactory. The setting's manager is suitably qualified and very experienced in her roles. The team is aware of the nursery's strengths and areas for development. The manager supports the small staffing team adequately and generally monitors the written observations and assessments completed on the children. However, because of this, the need to implement new methods of recording have been identified. The pre school is currently in a transitional stage of changing the way observations are recorded, however, currently children's learning intentions are not clearly recorded or defined. However, there is a genuine commitment to further improvement. Strategies have been put in place to further develop the quality of education offered to the children. For example, staff take part in professional training opportunities and the setting is effectively using links with early years networks and advisory teachers.

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

## **Improvements since the last inspection**

At the last inspection the provider was asked to improve the opportunities for children to access resources including art and craft materials, in order to extend children's ideas, imagination and choice. In addition the provider was asked to update documentation to include: written permission from parents for seeking emergency medical advice or treatment; and information for parents regarding the Foundation Stage and the early learning goals.

Since the last inspection the provider has recognised the need to allow free access to children of creative materials. For example, children choose from a well stocked mobile unit which holds a wide selection of brushes, mark making tools, papers and other materials. Children can self select and create their own activities as well as join in with adult led creative activities, such as autumn leaf collages and dough modelling. Consequently, children learn to make choices and increase their independence. On the day of the inspection all documentation was updated and well maintained, however, information regarding the Foundation Stage for parents requires further updating and the provider is aware of this. The pre school are currently addressing this with the Waltham Forest Early Years Development and Childcare Partnership.

## **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):

- increase opportunities for children to display their work

#### 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):

- provide clear learning intentions for children to work towards; based on their individual needs
- continue to ensure that effective systems are in place to monitor and evaluate the quality of teaching and interaction with children and the nursery education offered
- develop communication skills through the use of open-ended questioning and the extension of ideas and language and ensure that all labelling is consistent throughout

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