

Westbury Baptist Pre-School

Inspection report for early years provision

Unique Reference Number	EY252356
Inspection date	28 February 2008
Inspector	Derelyn Burns
Setting Address	Reedley Road, Westbury on Trym, Bristol, BS9 3TD
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Registered person	Westbury Baptist Pre-School
Type of inspection	Integrated
Type of care	Full day 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?

Westbury Baptist Pre-School was registered in April 2003, and is run by a management committee, most of whom are church members.

The pre-school operates from the church hall premises in Reedley Road, Westbury-on-Trym, Bristol, and is open from 09:00 to 12:00, Monday to Friday, during term time only. The group also offers an extension over lunch until 13.00. There are currently 52 children on roll, of these 44 children receive funding for early education. The pre-school supports children with learning difficulties and /or disabilities and also supports children who speak English as an additional language.

The pre-school has the use of the Wycliffe room, Tyndale hall, Carey hall, a small room behind the stage and adjacent toilet, the kitchen and public toilets plus a secure outdoor area.

Currently there are nine members of staff who work directly with the children, four members of staff hold early years qualifications and one member of staff is currently attending NVQ level 3 training. The pre-school receives support from the local authority and is affiliated to the Pre-School Learning Alliance (PSLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are aware of their own needs. When they are thirsty they confidently access water from a jug and stack of cups that are available throughout every session. Children choose between water and a carton of milk to drink with their snack. Children learn about healthy eating as they choose a piece of fruit from a variety laid out on a plate, before passing the plate to the child sitting next to them. Children talk about the choices available to them and discuss their likes and dislikes. For example, children comment that their favourite from today's selection of fruit; raisins, slices of apple, banana and mandarin segments, are raisins. These are swiftly eaten followed by the apple slices.

Children learn good hygiene procedures. They consistently wash their hands after painting at the easel, using the bowl of warm soapy water available. Children are encouraged to be independent in maintaining their personal hygiene. A child with a runny nose is directed to a box of tissues. The child independently wipes their nose and following a gentle reminder from staff member, disposes of the tissue hygienically in the bin.

Children are very active and clearly enjoy the free flow play, which is effectively set up and managed by staff, between indoors and outdoors, weather permitting. Children's climbing and balancing skills develop well, through the wide range of resources and activities available. Innovative ideas enable children to experience unusual activities. For example, balls dangle from a line that is attached to a pole with a cement bottom, children practise swinging bats with force and develop their hand eye coordination as they try and hit the dangling ball. Children learn to move with control and coordination, as they enjoy an obstacle course that involves using a range of physical skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from the excellent range of resources and activities on offer, for example, sand and water trays, bikes, threading, dressing up clothes, puppets and a varied range of role play experiences. Children easily access resources and make choices about their play. For example, a number of scissors are available on each craft table and the storage unit nearby offers a wealth of different and stimulating materials and resources.

Children learn about keeping themselves safe and are reminded of dangers by staff, such as, placing the wooden bricks gently into their container, during tidy up time to make sure no-one is accidentally injured. Children play in areas that are safe and free from hazards. Staff conduct daily risk assessments and take action to minimise any hazards. For example, an area is sectioned off in the playground for the use of bikes. This helps prevent children playing hospitals in the pop up tents nearby being injured by the bikes.

Good systems are in place to ensure children are safe and protected from harm when using areas of the premises that are also used by the public. Children line up and walk together with a member of staff to the toilets outside the play hall. Children practise emergency evacuation in the event of a fire. Children know what to do and confidently explain that when they hear the alarm they have to go outside straight away and wait in the playground.

Children's welfare is safeguarded. Staff have a good knowledge and understanding of child protection and their responsibilities in safeguarding children. There is a comprehensive policy in place that is shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are well cared for and their individual needs are effectively met. Children experience a wealth of activities that promote and extend all areas of their development and learning.

Nursery Education

The quality of teaching and learning is good. Key staff have a good knowledge and understanding of the Foundation Stage curriculum. They use this effectively in their planning to ensure children make good progress in all areas of learning. Staff use their knowledge of children's starting points, obtained from parents, to build on what children already know. Written observations, sometimes supported by photos, are made by staff of children's play. These feed into children's learning profiles and clearly show children's progress. Staff use these to plan a range of activities and experiences, offering challenge to older and/or more able children, while supporting and consolidating younger children's skills. Staff are effective in supporting children's play, for example, by extending children's thinking by asking an open question, or using new words to develop maths or language, for example, big, bigger, biggest. However, staff do not regularly use numbers or counting in their daily routines, to fully extend children's awareness of number.

Children enjoy looking at books. The book area is inviting with big oversized cushions to sit on. Children sit together and look at books, happily chatting about the pictures in their books. They correctly turn pages and discuss the book they are looking at with one another.

Children make very good progress in their creative development. They use their creative skills imaginatively, supported effectively by the availability and wealth of craft resources always on offer. For example, children enthusiastically choose from the extensive range of materials and resources; exploring ideas, they cut, glue and stick to make models and pictures.

Children begin to say and use numbers, for example, a child counts spots on butterfly marked into the sand tray, correctly counting four spots on one wing five spots on other wing. There are few numerals displayed around the environment to further support children's recognition of number. Children are beginning to count and sometimes use numbers in their play, although opportunities to consolidate and extend children's use and knowledge of number are not fully explored by staff.

Children know how to interact confidently with each other and adults. They learn to show concern and care for one another and respect each other feelings. For example, during snack a child who has the plate of fruit stops before passing to it on to the next child and asks the adult who has just joined the table if they would like to have a piece. Children begin to talk about events in their own lives and in those of their families. For example, a child talks about his sister and their roles within the family, 'I'm a little brother and she's a big sister, cause she is six years old, I am four.'

Helping children make a positive contribution

The provision is good.

Children are beginning to learn about the world in which they live. They begin to gain an awareness of beliefs and cultures outside their immediate experience, through a satisfactory range of resources, such as books and play food from different countries. Children are learning to appreciate and value each other as they say a 'thank you' prayer before snack. Children are encouraged to make choices and decisions, for example, children staying on for the lunch session are asked what they want to play with during this time. Children feel valued and have a feeling of self worth as their choices are listened to and respected by staff.

Children attending who have English as an additional language are adequately supported. Staff develop trusting relationships with parents and obtain information about the child's language and stage of learning development. However, the environment is not fully effective in promoting positive images of the child's home language, for example by displaying scripts, words and number systems.

Children with learning difficulties and/or disabilities are integrated well into the group. Children settle quickly. Each child's needs are taken into account to ensure the environment, resources and activities offered promote effective learning and development for all. Children and staff form good relationships which enable children to foster a sense of belonging and self worth. Children's spiritual, moral social and cultural development is fostered.

Children's behaviour is good and is promoted effectively by staff. Children respond to appropriate expectations for their behaviour, for example, children sometimes forget to walk and break into a run, they are gently reminded that running is not allowed. Children are beginning to respect the needs of others. For example, when a child riding a bike bumps into another, they stop and say sorry.

Children benefit from and flourish as a result of the good partnership between staff and parents. Staff communicate effectively with parents, through a range of systems, such as, a parents' notice board, newsletters, a wide range of comprehensive policies and procedures and daily discussions. Staff obtain a range of information before each child starts, ensuring children's needs are met from the onset.

The partnership with parents and carers is good. Children feel secure and their needs are met well. They start making good progress in their learning as soon as they begin at the group. Staff obtain information from parents regarding their child's stage of learning development and use this effectively to inform planning. Parents receive basic written information regarding the Foundation Stage. Daily feedback keeps parents informed of children's progress and they are able to see their child's learning records at any time.

Organisation

The organisation is good.

Children's health, safety, well-being, development and welfare are very well promoted and maintained. All key staff have a good understanding and knowledge of the National Standards and regulations and implement these effectively to promote positive outcomes for children. Good practice is highly evident in all the staff's interactions with children.

The group have robust procedures in place for checking suitability of staff, which ensures children are effectively safeguarded. All staff and children's details are held securely and confidentially in the church office. Staff are deployed very well, both indoors and outdoors. They join children's play and use their knowledge and understanding of the children's needs and stages of development to effectively support and extend their learning. The key worker system is effectively implemented and good relationships are formed between staff and children. For example, key workers sit with their children during snack, children chat confidently about themselves, staff listen and respond to children's questions appropriately.

The quality of leadership and management is good. Staff work as a cohesive team in their implementation of the Foundation Stage curriculum. They create an effective and improving setting where children are safe, feel good about themselves and make good progress towards the early learning goals.

Staff provide an inviting environment that is organised effectively, helping children to be independent in their learning. Children benefit from a wealth of learning experiences, as staff plan an interesting range of play opportunities for them, which includes regular use of the outdoor play space. Children benefit from staff's commitment to improvement. Key workers discuss children's individual achievements and share information on children's progress during weekly meetings. This sharing of information is effective in ensuring staff know all children's needs well and guides their interaction in children's play to encourage progress.

The group have good systems in place to evaluate the nursery education curriculum. The two play leaders meet weekly and assess how effective their practice is in ensuring children make the best possible progress across all areas of learning. These systems have identified their partnership with parents and supporting children with English as an additional language as areas needing improvement and ways of implementing improvement are currently being discussed. The group are committed to providing good quality care and strive to continuously improve practice.

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

Improvements since the last inspection

At their last inspection the group were asked to; ensure that confidentiality is maintained when completing accident reports. All documentation is completed confidentially ensuring children are safeguarded. Ensure that children have an appropriate range of resources that promote equality of opportunity and anti-discriminatory practice. Children benefit from the satisfactory range of resources, promoting their knowledge and understanding of the world in which they live. Continue to review, develop and extend the children's observation and assessment system to further support and provide ongoing evidence of children's progress and achievements. Staff make observations of children's play and use these effectively to assess children's learning and to inform planning. Children make good progress in their learning. Develop planning to include more opportunities for children to write spontaneously. Children have a range of opportunities to practise writing in their play, for example, children write receipts in the role play shop.

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):

- explore ways to positively promote children's home language within the environment

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 further opportunities for children to explore, use and recognise numbers within the daily routine.

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