

Fleet Baptist Pre School - The Views

Inspection report for early years provision

Unique Reference Number	EY358026
Inspection date	24 June 2008
Inspector	Carol Patricia Willett
Setting Address	The Point Youth Centre, Harlington Way, FLEET, Hampshire, GU51 4BP
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Registered person	Fleet Baptist 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 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?

Fleet Baptist Pre school - The Views was registered in 2007, having previously operated as Early Beginnings preschool. The preschool is one of two community groups, run by a committee, whose members comprise of representative of Fleet Baptist Church and parents of children attending the setting. The preschool meets in the Point Youth Building which is situated in the centre of Fleet, Hampshire. The preschool runs Monday to Friday from 09.15 to 12.15 term time only. The building is shared with another organisation although this does not operate at the same time. Most children attending the preschool are from the local community.

The preschool is registered to care for a maximum of 24 children at any one time and accepts children from two years nine months to under five years of age. There are currently 23 children on roll of which 19 are in receipt of nursery education grant. There are five members of staff who work with the children, three of whom hold a range of early years qualifications at level three and above; one staff member is in process of completing a level 3 childcare qualification.

The preschool has an inclusive approach and welcomes children with learning difficulties and/or disabilities and those who speak English is an additional language. The preschool is a member

of the Preschool Learning Alliance and has access to a qualified teacher through the local cluster group.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in clean premises that are maintained in a suitable manner. They stay healthy because staff are aware of the need to protect them from the spread of infection. They have good hygiene procedures in place when they prepare snacks and clean the tables before children eat. Children learn the importance of good personal hygiene as part of the daily routine and they develop independence in their personal care. They use tissues to wipe their noses and go and wash their hands at appropriate times, such as before snack-time and after messy play. Staff maintain children's healthcare records appropriately and accidents are recorded and shared with parents to ensure they are well informed.

Staff make very good use of the outside area in the adjacent park so that children have daily opportunities to play outside and enjoy the fresh air. Staff plan topics around healthy eating and exercise to enable children to understand healthy lifestyles. Children enjoy a good range of activities to develop their physical skills. They access a variety of resources when playing outside to develop their physical skills, such as wheeled toys, balls, hoops and walking stilts, excitedly exclaiming 'I can do it' as they explain they have been practising for a long time.

Children learn about healthy eating as staff provide healthy snacks, which include fruit, such as bananas and strawberries, and carbohydrates, such as rice cakes and bread sticks. Children develop their social skills as they sit together and show good manners as they say please and thank you. Staff do not develop all children's skills during snack time as children do not pour their own drinks. Some children bring their own drinking bottles and staff ensure children are freely able to access water throughout the session to maintain good health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and learn in a welcoming, generally safe, environment. They are greeted warmly by staff as they arrive, finding their names and they settle quickly into the preschool. The children have access to a playroom which staff organise effectively to support their development. The room is also used by the youth club in the evenings and staff use partitioning boards to enable the children to play safely. Displays of children's work, photographs and educational posters are displayed on the boards. This provides a more welcoming child friendly environment and develops children's sense of belonging and pride. Children access a wide range of good quality toys and play materials put out daily by the staff, which are in good condition and age appropriate. Staff rotate the toys checking to ensure all children access all the toys and resources. Children are not able to freely change resources to initiate their own play. They cannot independently access creative materials, tools and joining materials in order to freely use their imagination in art and craft.

Children stay safe in the preschool as staff supervise children closely at all times. The door is kept locked and visitors are let in by staff. They sign in a book. Staff ensure children complete regular fire drills to develop their confidence and awareness in an emergency. Children are secure and safe as staff complete an annual risk assessment and check the premises daily both

inside and out. They take positive measures to ensure all hazards are removed and resources are safe for use. Sometimes socket covers are removed and staff do not always notice. Staff ensure children develop an awareness of safety. The children respond well to safety measures as they go to play outside. They hold onto the walking rope as they cross the car park to the field next to the playroom. They are aware of their boundaries as they play, staying within the defined play area in the park, through the sensitive reminders by staff.

Children's welfare and safety is protected as there are good recruitment and induction procedures in place to ensure they have access to well qualified, experienced, caring staff who have been vetted. Children are safeguarded as staff display a secure understanding of child protection issues and the procedure they should follow if they have any concerns. Parents are informed of the preschool's responsibility through the safeguarding children policy.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well and are happy within the preschool as staff are welcoming and friendly, and show good interest in the children. Children come readily into the group and most separate easily from their parents as the room is set out ready for their arrival. Children form good relationships with the staff and the other children. They give other children hugs as they arrive and wait with their parents for the door to open. They play together well and help each other to solve problems, and they are enthusiastic as they join up with their friends to develop their creativity and imagination. Staff treat all children with respect and affection. Children move freely around the room, choosing and exploring everything on offer. They benefit from a good balance of child initiated play and adult focused small group activities. Staff join in and support their play and learning. Staff make children's learning fun as they play with the magnetic rods and balls, amazing the children as they move the balls on the table with the rods underneath. Staff organise the provision well and provide a good range of activities both inside and out to ensure that the children have an enjoyable and worthwhile experience during their time at the preschool. These are linked to the Foundation Stage curriculum to ensure children make good progress in their social, emotional, physical and intellectual development.

Nursery Education.

Children's personal, social and emotional development is good. Staff develop children's self esteem with positive reinforcement as they praise and encourage the children. Children are interested, enthusiastic learners who are actively engaged in their chosen activities as staff prepare well and offer good support to the children. Children's independence is well fostered as staff encourage them to get themselves ready for outdoor play and to make their own decisions about what they do and where they want to play. They develop friendships and play cooperatively. For instance, as they explore the small world toys or act out scenarios in the home corner. Children are making good progress in their communication and language development as staff encourage their conversations and provide activities and resources to further develop these skills. Children confidently share their thoughts and experiences during large group discussions. They confidently approach adults to engage them in conversation explaining about their paintings and asking for help. Most children recognise their written name and select the correct card to stick on the board for registration and at snack time. They listen to stories with obvious enjoyment and participate well, joining in with well known phrases. They develop writing skills as they paint and make marks on paper and in the sensory sand trays. Some write using correctly formed letters. For instance, as they try to write their names on their work. Children enjoy books, handling them well as they select them for pleasure during

play. Staff encourage children to use mathematical language during their play. They count and calculate in maths games, such as when placing apples on the trees. They engage in conversation about the size of their constructions comparing the biggest. They name shapes and colours when using the 'Beebot' programmable toy as they try to get it to the shape they have selected to be the honey. Staff provide good opportunities for children to develop their physical skills. For example, children develop their fine manipulative skills using a range of tools, such as scissors, rolling pins and shape cutters in the play-dough. Staff are very determined that children can enjoy fresh air and outside play as they carry resources to the park prior to children going outside after snack time, where they can run and use balls and other small equipment. They carry wheeled toys and the climbing frame over the car park so children climb, slide and balance. Children freely talk about their home lives and they find out about change in the season as they play in the outside play area and talk about the leaves falling from the trees in autumn. Visitors and parents come into the group to develop children's awareness of other cultures and adult roles. They say simple prayers daily and share special family days of children from different cultures within the preschool. Parents come into the preschool to share their work roles, such as policemen. Children enjoy craft activities and using their imagination as they freely paint and play with the play-dough. However, they do not have independent access to a wide range of creative and recycled resources and tools so they can freely create from their own imaginations and develop props to support their role play. They are enthusiastic singers and enjoy the range of familiar songs and rhymes.

The quality of teaching and children's learning is good. Staff plan and provide a wide range of activities based on topics, that the children enjoy, which are clearly linked to the Foundation Stage curriculum. Children respond with interest and enthusiasm and participate well. They are busily occupied throughout the session responding well to the structure and routine. Children benefit from the good support of staff who are very responsive to children in their play. For example, a member of staff sets up a rope washing line as a group of boys wash and iron in the home corner. Most staff use effective teaching skills as they model the use of resources and activities, and generally ask open ended questions that encourage children to think. However, some staff do not always give children sufficient time to respond during large group times. All staff contribute to planning and everyone undertakes observations on children which are recorded in a book. Key workers use the information gathered to monitor children's progress and achievements and to inform planning. Record keeping is generally good. The recording of observations is not systematic and so some key workers do not effectively identify children's achievement and gaps in their learning.

Helping children make a positive contribution

The provision is good.

Children develop good self esteem and confidence as staff welcome them into the preschool. Staff are kind and caring and show good interest in the children, encouraging their efforts. Children's needs are effectively met as parents share useful information prior to their child starting at preschool. Staff respond positively and sensitively to children's individual needs, ensuring their well-being and that all are included and helped to make progress. They work closely with parents to support the child. Children form strong friendships and give each other hugs as they arrive at preschool. They clap and say 'well done' when a child successfully puts up the right number of children at registration time.

Spiritual, moral, social and cultural development is fostered. The preschool is based on strong Christian belief and simple prayers are said during the session, chosen from a book, by the children. Children are aware of other cultures through resources and as children in the preschool

share their special days where they taste foods from other cultures. They are becoming familiar with the wider community and learn about adult roles as they have a visit by a local policeman to the group.

Children generally behave well as staff promote positive behaviour. They provide plenty of activities and show good interest in the children. Children learn what is right and wrong as they respond well to the consistent boundaries and gentle effective reminders from staff, such as when riding wheeled toys beyond the rope when in the park. The children gradually learn to regulate their own behaviour. Children are cooperative as they line up to use the walking rope to the park outside. They share and take turns and negotiate over the use of resources when playing with the 'Beebots' and when using the wheeled toys outside. Staff act as good role models using 'please' and 'thank-you' when talking to the children and when they help to tidy up. Children become aware of acceptable behaviour, such as putting up their hands if they want to speak at circle time and listening to others as they are sensitively supported by the staff.

Partnership with parents and carers is good. Staff work well with parents to meet individual children's needs. Parents receive useful information through the prospectus, newsletters and notice boards in the preschool so they are aware of the policies and procedures, and details about the areas of learning. Parents are aware of their children's key worker and staff make themselves available for daily chats so children's continuing needs are known. There are formal feedback opportunities with parents on a half termly basis for discussion on their child's progress and written reports. Parents can develop an insight into their children's time in the preschool through helping on the parent's rota. They send in items from home to support topics and for show and tell sessions. Parents support the preschool as they form part of the committee and take part in fundraising activities. A questionnaire to parents provides feedback on all aspects of the setting which is used to improve the preschool practices.

Organisation

The organisation is good.

Children settle well and are happy in the preschool which is generally well organised to allow the children space to play and learn. Children are safe and secure both indoors and out as staff are safety conscious and take good steps to minimise hazards. Children form good relationships with the caring, interested staff. They are comfortable with the routine and adapt easily to the changes during the session. The supervisor is committed to improving the provision and has identified areas for improvement including staff development, resources and the education program. Parents support the staff through the formation of a committee who help with fundraising and social events. The supervisor and committee work closely together and there are generally robust systems in place for recruitment, vetting and induction of staff. However, staff vetting procedures do not include the completion of health declarations. There is a strong ethos of staff development through ongoing training. This ensures that children's welfare is safeguarded and their education promoted by staff with good knowledge and understanding of child development.

The leadership and management of the preschool is good. The committee and staff work effectively as a team and the staff are well deployed to ensure ratios are met at all times. They are aware of their roles and responsibilities. They mostly organise the space and resources well to ensure all children's developmental needs are met and they make good progress to the early learning goals. Children receive good levels of support within the preschool and spend their time happily learning new skills. Practice is reviewed at regular staff meetings but systems for

the monitoring of children's development records are not effective to ensure they are all completed and used effectively to plan for children's learning. Suitable policies and procedures are in place to promote the care, welfare and education of the children and manage all aspects of the provision. Overall the provision meets the needs of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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 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):

- provide more opportunities for children to independently select resources to allow them to initiate their own play including access to a range of creative materials, tools and media in order for children to freely create and use their imaginations in art and craft.

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):

- review and improve staff questioning techniques to allow children time to think and respond
- develop a systematic approach to observations to ensure all areas of learning are observed effectively to better inform children's progress to the early learning goals
- improve systems for monitoring the educational program and children's achievement records to ensure they are completed and used effectively to plan for children's learning

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