

Methodist Pre-School

Inspection report for early years provision

Unique reference number 251573
Inspection date 10/02/2009
Inspector Hazel Meadows

Setting address The Methodist Church, Bramford Road (North West),
Ipswich, Suffolk, IP1 2NA
Telephone number 07963217777
Email
Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

The Methodist Pre-school originally opened in 1970 and is a well established, committee run group. It is situated in a residential area in north west Ipswich. It operates from a large room within the Bramford Road Methodist Church complex. The building can be accessed via a ramp and there are accessible toilet facilities. Children have access to an enclosed outdoor play area. The pre-school is open from 09.15 to 11.45 each weekday and 12.45 to 15.15 on Mondays and Fridays, during school term-times.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend at any one time and there are currently 37 children, aged from two years to under five years, on roll. The pre-school currently supports children who speak English as an additional language and children with learning difficulties and/or disabilities.

There are eight members of staff, six of whom hold appropriate early years qualifications to at least NVQ Level 2. The pre-school has operational links with the nursery unit at the adjacent school. The setting receives funding for early education and support from the early education support team based at Suffolk County Council.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Most children are generally happy and well settled and they have access to a varied range of play and learning opportunities. Staff are caring and attentive to the children. They have a reasonable knowledge of the Early Years Foundation stage (EYFS) framework and are developing methods of observation and assessment of children's progress, although, the next steps are not always clearly identified. Partnerships with parents are mostly effective in ensuring all children are included and their individual needs met. Most documentation is in place to support children's welfare. There is some informal reflection of practice, however, this does not always successfully identify and prioritise areas for development and improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the use of observation and assessment for each child, ensuring that their starting points are identified and that the next steps in their learning and development are effectively planned for (Assessment arrangements)
- review the structure of activities and the accessibility of resources to enable more opportunities for children to develop their independence and skills, for example, accessing drinking water and tissues, pouring their own drink at snack time and washing their own hands (Safeguarding and welfare)

- continue to develop knowledge and understanding of recognising and responding to boys and girls different learning styles, for example, by using the Department for Children, Schools and Families guidance 'Confident, capable and creative: supporting boys' achievements'. (Organisation)
- develop a culture of reflective practice, self-evaluation and discussion to identify the setting's strengths plus priorities for improvement and development that will improve the quality of provision for all children (Organisation)
- promote and encourage a regular two-way flow of information with parents regarding their child's welfare, learning and development. (Safeguarding and welfare)

To fully meet the specific requirements of the EYFS, the registered person must:

- undertake a full risk assessment for each type of outing, plus any action required, to minimise potential risks to children (Safeguarding and welfare) 27/02/2009
- ensure each child's personal information record is fully completed and signed by parents, for example, written consent to seek emergency medical advice or treatment.(Documentation) 27/02/2009

The leadership and management of the early years provision

Children's welfare, care and safety are generally well promoted, as staff understand the procedures and policies, and have attended required training, to support the day to day running of the pre-school. Suitable procedures are in place to safeguard children and staff are clear of procedures and their responsibilities should they have a child protection concern. Appropriate recruitment procedures ensure children are cared for by suitable and qualified staff. Sufficient action has been taken to address most weaknesses identified at the last inspection, therefore demonstrating a reasonable capacity to improve. However, previous recommendations to improve children's learning outcomes have not been fully implemented and planning and assessment continues to be an area for improvement.

Staff are mostly deployed effectively to ensure all children are included and supported during their play. Staff have a reasonable understanding of the Early Years Foundation Stage (EYFS) and some have attended training. Links have been established with the nursery unit at the adjacent school to enhance knowledge and consistency. A key person system is in operation, however, this does not always work effectively and consistently to ensure all children have their progress monitored and their learning journeys maintained, and that parent's are kept updated and involved with their progress.

There are several information and notice boards in the pre-school foyer which keep parents

reasonably well informed about general issues. New parents receive an information pack about the pre-school. Responses from parents regarding communication are somewhat mixed. Whilst some state they are happy with the level of communication they receive, others express that they do not receive sufficient direct feedback from staff regarding their child's time at the setting and their individual progress.

The quality and standards of the early years provision

Staff are caring and attentive to the children who are generally well settled and happy in the group. Additional support is given to those who find the large, echoey hall a bit overwhelming, to help them feel more secure. Some children are forming friendships with their peers and are confident to talk with staff, other children and visitors. They are learning to recognise their own names through a self-registration system and identifying their name card prior to snack. Children enjoy mark making with the paint and have opportunities to use pencils and crayons at a writing table, although there are limited opportunities for them to write for a purpose in their play. They have access to a variety of books and stories are told in one large group and occasionally one to one in the book area.

Role play is very popular and staff support and encourage children's own interests and ideas by providing appropriate dressing-up clothes and props, such as, fire fighter and police outfits, toy mobile phones and hoses. Much of the time these groups of children play purposefully but staff are becoming aware of the need to learn more about supporting groups of children to enhance and extend their play and learning. Children enjoy further creative activities, such as, musical instruments and craft activities. They have regular opportunities for fresh air and exercise in the enclosed play area outside. Children enjoy digging in the soil and have balls and stilts to develop physical skills and co-ordination, although, outdoor activities and resources are somewhat limited. Physical activities are supplemented indoors by music and movement sessions and ride on toys in the hall. Children develop their hand-eye co-ordination using threading reels and using tools with the dough, including scissors. There are occasional opportunities for problem solving, for example, as staff count the number of children at the easel and explain that there is no more space, however, there are also many missed opportunities. Children try the puzzles and sometimes persevere to complete them.

The group's positive attitude to diversity is reflected in their inclusive approach and their proactive support for all children. They work well with other professionals to ensure all children and families are made welcome, and supported as required and have their needs met. Posters and some resources reflect positive images and text from a variety of communities. Children are mostly engaged with the activities available and consequently their behaviour is generally good. They learn to share and wait their turn for particular toys. They are often able to think for themselves and endeavour to be independent but this is sometimes hindered when resources, such as, tissues, drinking water and paper are stored out of their reach. Also, they need support to pour their drinks at snack time as the jugs are too heavy for them to manage unaided. They learn about keeping healthy through regular routines,

such as, hand washing after toileting and using anti-bacterial gel prior to eating snack.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.