

# Little Angels at the Borehamwood Baptist Church Pre-School

Inspection report for early years provision

---

<b>Unique reference number</b>	130520
<b>Inspection date</b>	05/06/2009
<b>Inspector</b>	Hilary Preece

<b>Setting address</b>	12 Furzehill Road, Borehamwood, Hertfordshire, WD6 2DF
------------------------	--

<b>Telephone number</b>	020 8207 2430
<b>Email</b>	little.angels@talktalkbusiness.net
<b>Type of setting</b>	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 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**

Little Angels at the Borehamwood Baptist Church Pre-School first opened in 1967 and has been registered from their current premises since 1992. It operates within the church premises located close to the town centre of Borehamwood. The setting is accessed via steps and has use of a large hall and several smaller rooms. Children use an enclosed outdoor play area. The pre-school opens each weekday during school term times. Two sessions run each day. The morning sessions are either 09:15 to 12:15 or 09:15 to 13:15 which includes a lunch club. The afternoon session runs from 12:30 to 15:00. There is the option of children staying for a full day session from 09:15 to 15:00.

The pre-school is registered on the Early Years Register. A maximum of 35 children may attend the nursery at any one time, with an additional 20 children during the lunch time period. There are currently 92 children aged from two to under five years on roll, of which 26 receive nursery funding. The setting currently supports children with learning difficulties and/or disabilities and those that speak English as an additional language.

There are 14 members of staff working with the children, of whom six hold early years qualifications to at least NVQ Level 2. The setting provides funded early education for three and four-year-olds.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children are safe and secure and most aspects of their welfare, learning and development are promoted successfully. The introduction of free-flow play between inside and outside areas and appropriate groupings of children are key strengths that contribute to children's enjoyment and learning. Generally strong links with parents, carers and other agencies ensure that children receive the support they need in order to make progress. Clear plans are made to maintain continuous improvement through regular self-evaluation processes that are responsive to the needs of the setting's users.

## **What steps need to be taken to improve provision further?**

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

- extend opportunities for children to explore real-life problems and discover things about numbers, counting and calculating through practical situations
- develop opportunities and resources for children to use and hear their home language in the setting
- review the storage and use of children's learning journey records so they are more accessible for children and parents to contribute to them regularly.

## **The leadership and management of the early years provision**

Strong leadership and team work means the setting runs smoothly on a day-to-day basis. The provider has high aspirations for developing the pre-school to meet the needs of its users and promoting children's learning, development and welfare. The development of resources for outside play, for example, means children have enhanced opportunities to have fun and extend their learning outside. All those involved in the setting contribute their views to the self-evaluation process and ideas are taken forward. A recent example of how parents' and staff's views are considered has been the introduction of an afternoon session to extend its service to meet the needs of the local community.

The safe recruitment and efficient management of staff ensures they are suitable and well equipped to work with children and carry out their jobs effectively. Children are therefore well protected. Emphasis is placed on encouraging staff to pursue on-going training to further develop their skills. Staff members understand how to safeguard children by following clear procedures based on Local Safeguarding Children Board guidance. Children are grouped accordingly at certain times to ensure their differing needs are supported effectively. They are supervised carefully within an environment which is well planned and risk assessed to ensure they remain safe. Children's health and well-being is managed well. Safe procedures are followed to ensure their individual dietary and medical needs are met, supported by staff who hold current first aid certificates.

Partnerships with parents, carers and others involved in children's care are well established. Information is shared between all involved to ensure individual plans are made to meet children's specific needs. Parents receive high quality information about the setting and the Early Years Foundation Stage (EYFS) areas of learning and development. A welcoming entrance hall full of information greets them on arrival and families' involvement is actively encouraged through a range of initiatives such as Grandparents' Day and International Day. Suitable arrangements exist for parents to receive updates about their children's progress at formal parents' evenings. However, children's learning records are not readily accessible during sessions so children and their parents cannot regularly contribute to them and are not fully involved in the process.

## **The quality and standards of the early years provision**

The environment is well planned to enable children to select their own resources and become active and inquisitive learners. For example, children relish being able to choose whether to play inside or outside for a large part of the session. Outside they enjoy being active and use a wide range of apparatus and equipment to develop confidence in movement and co-ordination. They explore natural resources such as sand and soil and hunt for insects. Children develop positive attitudes to learning and enjoy working together. For example, a marking board outside is shared by children who help each other to draw straight lines and attempt to write their names. Magnetic letter boards are used confidently by children who are beginning to recognise the letter 'm' is for 'mummy'. Children use

numbers in their play such as when counting during a game of Hopscotch. They show curiosity in how things work by operating the digital camera and computer programmes with growing confidence.

There is a healthy balance of free-choice play and adult-led activities that allow children to develop their interests and curiosity as well as being guided in their learning. Key persons make sure planning for individuals is based on their observations of children and takes account of interests and information gathered from parents. High quality support is provided for children who may have additional needs. Children therefore make good progress in their learning and development, given their starting points. Staff are generally knowledgeable and confident in challenging children. However, not all opportunities to help children explore real-life problems and discover things about numbers, counting and calculating through practical situations are used, for example, during snack time or outside play. Furthermore, there are few opportunities for children who speak English as an additional language to develop and use their home language in their play and learning. This may isolate some children and hinder their confidence in communication.

Children's welfare is promoted well through robust policies and procedures. Children are helped to develop good understanding of health, hygiene and safe practices through everyday experiences. Careful attention is given to help children clean their hands thoroughly using wipes. They learn during food activities that knives should be handled carefully because they are sharp and become aware of how to keep themselves and others safe when using equipment in the garden. Children have healthy appetites and participate actively to snack times. They competently spread butter on brown bread and make cucumber sandwiches. Well organised group activities provide older children with opportunities to develop their listening and social skills and younger children with opportunities to rest if needed. Children participate with enthusiasm because sessions are appropriate in length and content for their stage of development. Consequently, children behave well and remain interested. Cultural diversity is valued through opportunities to find out about the lives of those in their community. They share foods and customs from each other's home cultures, and visits from the fire service and a nurse help them gain an understanding of people in the wider community.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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](http://www.ofsted.gov.uk)

