

Ashurst Drive Baptist Church Pre-School

Inspection report for early years provision

Unique reference number	128447
Inspection date	13/07/2009
Inspector	Rufia Uddin
Setting address	Ashurst Drive Baptist Church Pre School, Ashurst Drive, Ilford, Essex, IG2 6QH
Telephone number	020 8554 4102
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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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Ashurst Drive Pre-School opened in 1969, and is managed by a committee of the Ashurst Drive Baptist Church. It is located in an urban area, close to Gants Hill in the London borough of Redbridge. The pre-school operates from three activity rooms, each of which has a different function. There is access to an outdoor area. Children who attend come from a range of cultural and linguistic backgrounds.

The pre-school is registered to provide care for a maximum of 40 children in the early years age group, aged from two to five years, at any one time. The group receives nursery education funding. The pre-school supports children with learning difficulties and/or disabilities, and children with English as an additional language. The pre-school is open Monday to Friday, from 09:15 to 11:45, and on Monday, Wednesday and Friday afternoon from 12:30 to 15:30, during the school term. Children attend for a variety of sessions. A qualified nursery manager is responsible for the day to day running of the group. In addition, five staff work directly with the children, three of whom hold a range of relevant early years qualifications. The pre-school receives support from the Early Years Development and Childcare Partnership, and is a member of the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's needs are met well; all are included and their uniqueness is acknowledged. Children are supported effectively in their play and staff ensure they provide a balanced range of activities that cover all areas of learning and development. Staff understand their roles within the setting and work hard to provide good childcare. Detailed policies and procedures are regularly updated and help contribute to the good care provided. An inclusive environment ensures that all children are able to make progress towards the early learning goals. Improvements have been made in response to recommendations made at the last inspection. Ongoing evaluation and regular monitoring ensure areas for development are continually identified and acted on in order to meet children's and parents' needs.

What steps need to be taken to improve provision further?

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

- clarify and record details of who has legal contact and who has legal parental responsibility for the child.
- continue to update systems to ensure risk assessments are thorough and detailed.

The leadership and management of the early years provision

Children benefit from a well organised setting. Appropriate recruitment and thorough induction procedures ensure that staff are suitable and have recognised qualifications and experience to work with children. Staff are aware of their roles, they use their time purposefully, planning a stimulating range of activities. Effective organisation of the space and resources available maximises play opportunities for children, allowing them to move freely and safely and make choices about where they would like to play. Details of staff and children are kept secure and confidential. Children's well-being is appropriately safeguarded. Clear policies and procedures are in place, including the procedures to be followed in the event of an allegation being made against a member of staff, to ensure that staff know what action to take if a child protection issue is raised. Staff are well briefed about safeguarding children as part of their initial induction. Evacuation plans are in place and possible risks are assessed. Accident and medication records are clear and shared with parents. All necessary parental permissions are in place and authorised people to collect children are recorded. Staff are vigilant and supervise children well at all times, but still allow children to develop their independence. Children behave well due to staff's sensitive support and clear explanations, which helps them feel secure. They are kept occupied and motivated at all times, which contributes to their good behaviour. Staff are calm and make effective use of praise and encouragement to promote children's self-esteem. Children with learning difficulties and/or disabilities, and those new to learning English, are fully involved in activities.

Children benefit because management value parents as their child's first educators and understand that working in partnership is integral to improving the provision and opportunities available for every child. Detailed information is given to parents, which ensures all necessary forms are completed before children attend. Staff regularly request comments from parents and carers, using questionnaires, satisfaction surveys and coffee mornings. Regular newsletters, notice boards and verbal communication with parents when they leave and collect their children ensure information is shared. Parents spoken to speak highly of the group and all the staff. Policies and procedures are in place and are easily accessible for parents. Complaints procedures are clear and the parents' poster is clearly displayed. Staff have made a good use of self-evaluation and are aware that this will contribute to improvement in their practice. The setting has identified updating the system for risk assessments as an area for improvement. Generally documentation is organised to a good standard. A comprehensive operational plan, and policies and procedures support the operation of the setting. Staff have a clear understanding of the importance of accurate recording to ensure that the continuing needs of the children are addressed, although information regarding who has legal contact with the child and who has parental responsibility has not yet been obtained.

The quality and standards of the early years provision

Children enjoy and benefit from a welcoming and stimulating early years environment. Play equipment and resources are effectively set up to create an

interesting and stimulating setting. When they arrive, children are warmly welcomed by staff who are sensitive to their individual needs. Gentle encouragement is provided where needed, and children soon gain confidence and start to explore the play opportunities available. All activities are made available to each child attending, helping them to feel included. Children are developing an awareness of diversity through the play resources available. Many of the signs are multilingual. Children value themselves and their peers, recognising the differences and similarities between themselves and others.

Children's health and well-being are protected by staff's knowledge of first aid procedures and the detailed policies in place. Clear notices around the toilets help remind children about hand washing. Paper hand towels are used by all, which helps prevent the spread of infection. Children enjoy healthy snacks and help themselves to the variety of fruit offered. Staff have a clear understanding of the need to record accidents to ensure that parents are made aware that their child has sustained an injury. Clear information is gained on children's medical and dietary requirements. The premises are clean and well maintained and appropriate procedures are in place to ensure that cross-contamination is prevented. For example, antibacterial soap is used by staff after assisting children with toileting. Children benefit from opportunities to learn about their local environment and community. For example, the pre-school invites visitors such as a policeman to speak to the children.

Children's care is enhanced as parents are asked to complete registration forms and share relevant information to enable staff to meet their children's individual needs. The quality of the care offered is promoted through a key worker system to ensure consistency for children and their parents.

Children's enjoyment whilst attending the group is enhanced by the staff's good interaction. The staff have created a well balanced mix of adult-led and child-led activities to create a welcoming and enabling environment. Good interactions between the staff and children encourage children to make choices and develop language skills and also enable the children to settle, have fun and develop positive relationships with the staff. Resources are easily accessible, clearly labelled and in good condition. Staff join in with the children's play as they use tricycles, basketball and play in the home corner.

Children enjoy mark marking with a range of media. They get sufficient opportunities to practise writing for different purposes, for example writing their names and shopping lists when engaging in role play. Children listen with enjoyment to stories, songs and rhymes and respond with relevant actions. Children were seen taking part in story time when the staff read a story and used props. The children thoroughly enjoyed this, and took delight in opening boxes to see what props were inside. Children can develop their creative skills with easy access to craft materials, such as scissors, pens, crayons, paper and glue.

Children are developing a good understanding about numbers, shapes and patterns through activities provided by the staff. For example, children were seen drawing shapes and being able to identify the shapes well. They benefit from opportunities to develop their information technology skills and skills that will

enhance their future economic well-being, for example by playing with the computer to extend their problem solving, reasoning and numeracy skills. Children use language and understand concepts, such as 'greater', 'smaller', 'heavier' or 'lighter', to compare quantities as they play with sand and water. Children's investigative skills are promoted as they use binoculars to look for bugs and to see aeroplanes flying by. Staff have begun to assess children's progress. For example, the staff have started to compile a scrapbook of the children's work to assist with assessment, and these assessments are used to plan the next stages of development to ensure that children are sufficiently challenged with regards to the six areas of learning.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met