

# Testwood Baptist Church Pre-School

Inspection report for early years provision

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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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*.

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## Description of the setting

Testwood Baptist Church Pre-School registered to care for children approximately 25 years ago. It operates from the Testwood Baptist Church Hall in Totton, in Hampshire. It is a community group with Christian aims and beliefs and managed by a steering committee of church members. The pre-school welcomes children who have special educational needs and/or difficulties and children who have English as an additional language.

The pre-school is registered on the Early Years Register to care for a maximum of 26 children from two years to the end of the early years age range. During term time the setting opens from 9:15am to 3:30pm, Monday to Friday. Most children attend on a sessional basis and may join in with the lunch club from 11.45am to 12.30pm. The pre-school currently has 24 children on roll; of these 14 children receive nursery funding. There is a team of four staff employed to work with the children, of these two staff have an early years qualification and another is working towards a Level 3 qualification. There are two additional members of staff who provide supply cover. The group link with the local authority for support and advice.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed into a friendly and caring environment. Staff have a clear understanding of children's individual needs through working with parents and ensure all children are included and valued. Children enjoy a wide range of interesting play opportunities which contributes towards their learning and development. Children's health and safety are generally well supported, although some activities are not sufficiently risk assessed to fully minimise risks to children. Most aspects of documentation are in place, although the safeguarding policy is not clearly detailed. There are some systems in place to evaluate the provision which help staff focus on continuous improvement for children.

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

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

- develop the safeguarding policy to include a procedure to follow in the event of an allegation being made against a member of staff (Safeguarding and welfare) 27/10/2009

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

- make sure all activities are fully risk assessed to ensure children's safety
- review policies and procedures, in particular recruitment and vetting

- procedures to ensure thorough checks are taken up on all new staff, and make sure children's information is kept confidential
- continue to develop observation and assessment records, to support staff in helping children to move on to the next step in their learning

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

The provision is generally well organised with most documentation maintained to support children's safety and welfare. Policies and procedures are in place, although recruitment and vetting procedures need developing further to ensure all aspects are covered. Regular risk assessments are carried out for the areas children use and any outings to help protect children. However, not all activities are assessed to ensure risks to children are fully minimised, such as using boiling hot water in plastic cups to make porridge. Staff have a sound understanding of the signs and symptoms of child abuse and know procedures to follow to report any concerns about a child's welfare. There is a child protection policy in place which is shared with parents to inform them of staff's responsibilities to safeguard children. However, this does not include procedures to follow if an allegation is made against a member of staff, which is a legal requirement.

Staff work together well as a team regularly sharing information about children's individual needs to ensure these are valued and respected. Although, some information about children's individual needs is displayed which is not maintaining confidentiality. Daily use of the outdoor environment benefits children as they freely choose whether they play outside or inside. The broad range of age appropriate toys and equipment is well positioned to allow children to make independent choices about their play. Staff help children develop a positive attitude towards people's differences by setting a good example of how to respect everyone and providing resources that reflect diversity.

The pre-school develops positive relationships with parents and carers which helps build effective partnerships. Clear settling-in procedures are followed during the transition from home to pre-school, which means children are well supported and feel secure. Information supplied by parents is used by staff to get to know about children and help them plan future learning opportunities. The children's progress is successfully shared with parents through daily informal chats, the development books and children's 'current interests slips' which are sent home each half-term. Parents receive regular updates about the provision and different topics and events through the parents' notice board and newsletters.

Staff have completed a self-evaluation document which has helped them identify some areas for development. They actively seek parents' views about the setting via annual questionnaires and a suggestion box; any comments and ideas are valued to help improve the provision. Staff have a positive attitude to continual development of their roles by regularly attending training courses to increase their knowledge.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy and settled as familiar adults are attentive and sensitive to their care and learning needs. They feel at home in the nurturing environment provided by staff and comfortable to make their needs known as they are assured of a warm and caring response. Staff know children well which helps them to plan a broad range of stimulating activities using both indoor and outdoor areas. Children's independence is fostered well, as they freely select their own resources from the low level units and choose their own snack from the snack bar. Children behave well, they know what is expected through familiar routines and clear explanations. Children receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem.

Planning takes account of children's interests and ongoing observations are used by staff to monitor children's progress. Although, the new assessment systems are not yet embedded to ensure learning opportunities are fully maximised to help children move on to the next step. Children are confident and motivated to learn. They use language well to communicate, initiating conversations and confidently describing what they are doing. Children have access to a 'mark making' station with a wide range of resources to help promote their emergent writing skills. They solve problems as they play, for example, a four-year-old recognises that a larger bucket is needed to collect the water so it doesn't spill over the side, when pouring it along the drain. Children use their imagination well as they act out real life and imaginary situations with role play equipment. For example, they enjoy acting out the story of 'Goldilocks and the Three Bears', with staff providing input to help them learn about the different sizes of bowls and chairs.

Children are encouraged to develop a healthy lifestyle. They follow clear routines and procedures for their own personal hygiene, and learn to make healthy choices in what they eat through discussion with staff. Children have daily opportunities for fresh air and exercise, and use of larger play equipment inside to help develop large muscle skills. Children are developing a sense of how to keep themselves safe through gentle reminders from staff and taking part in emergency evacuation practices.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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