

First Steps Christian Pre-School Playgroup

Inspection report for early years provision

Unique reference number	301948
Inspection date	01/12/2009
Inspector	Jane Elizabeth O'Callaghan
Setting address	156-158 Bradford Road, Idle, Bradford, West Yorkshire, BD10 8SA
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Type of setting	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

First Steps Christian Pre-School opened in 1990, and is run by a voluntary committee. It operates from two main rooms in a purpose built building, which adjoins the church. It is situated on the outskirts of Bradford. All children have access to an enclosed outdoor play area. The pre-school is open each weekday from 9am to 11.30am and 12.45pm to 3.15pm, term time only.

A maximum of 42 children may attend the pre-school at any one time, there are currently 62 children aged from two years to five years old on roll, all of whom are within the early years foundation stage. Of those 30 are in receipt of funding. Children attend from surrounding areas. The pre-school supports children with special educational needs and/or disabilities, and those with English as a second language.

The nursery employs five full time and one part time members of staff, all of which hold appropriate early years qualifications, this includes the manager. Several staff members are working towards a degree and qualification in childcare.

The setting receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the pre-school, they make good progress in their learning and development, through the well planned and worthwhile activities that they take part in. There are effective arrangements in place to ensure the children's health and safety in most areas. Relationships are warm and positive, so that all children feel secure and develop confidence and independence. The setting works closely with parents and other providers, helping to support children's development and learning. The children's individual needs are well met, as the setting supports each child and recognises their uniqueness. The setting has a good capacity for improvement, as the manager, staff and committee are continually planning for improvement and monitoring the quality of the provision that is offered to each child.

What steps need to be taken to improve provision further?

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

- include children's starting points in their development profiles and increase opportunities for parents to access these records
- develop a procedure to prevent cross infection for children when accessing the water fountain

The effectiveness of leadership and management of the early years provision

Children are safeguarded, as effective policies are in place to ensure children's welfare. Safeguarding responsibilities are well understood. Staff are clear about the signs and symptoms that indicate abuse, are fully aware of the procedures to be followed should concerns arise and all staff have attended training. This protects children from potential harm. A full set of policies and procedures are in place and followed by the staff, to ensure children's welfare is effectively safeguarded and promoted. Staff have all required checks carried out prior to them caring for children. Staff communicate effectively with each other and meet regularly on a formal or informal basis, to reflect on their practice and monitor the quality of outcomes for children. Thorough risk assessments are made for the setting, activities and outings, and all are regularly reviewed and dated.

There is an enthusiastic staff team in place at the setting, which work well together and support each other in their duties. They regularly attend training to learn new skills, in order to improve outcomes for children. Efficient recruitment and induction procedures are in place, to ensure that children are cared for by qualified staff. All staff are involved in the self-evaluation process. They are continually making improvements to the provision, particularly with regard to learning and development requirements, enhancing systems for planning and recording children's achievements. However, parents are not given regular access to profiles, and children's starting points are not clearly identified.

Staff develop very trusting partnerships with parents, they work very closely with them to help children settle and promote their ongoing welfare. Parents are welcome to stay and settle their children, if appropriate, and are encouraged to share valuable information about children's likes, dislikes, family backgrounds and routines. This ensures each child's key person can help them to settle quickly and establishes a firm foundation for their future. Staff make time to chat to parents on a daily basis, keeping them informed about their child's day. Communication systems, including notice boards, open evenings and newsletters, extend informal information sharing and strengthen partnerships. Links with other providers are effective and promote the integration of care. Schools and nurseries that children attend are encouraged to visit the provision.

Equality of opportunity and diversity are well promoted by staff. Children have equal access to all of the activities and staff raise their awareness of different cultures and festivals, as well as the meaning attached to them. Staff involve children in the local community and arrange for them to visit the local school and attached church. They understand how to effectively support children with English as an additional language and staff know some sign language to use with the children.

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

Children are extremely content and happy in the pre-school. They enter the setting with enthusiasm and eagerly settle to play with a variety of interesting and imaginative toys and resources. All of the resources are freely available, giving children of all ages the opportunity to make choices and decisions about what they do. Older children pretend, with help from staff, to build a pretend swimming pool. The children place on their 'flippers' and all pretend to dive in, shouting 'one, two, three', and staff join in diving too. There is a balance of child-initiated and adult-led activities, which help children to be active learners. Daily activities are thoughtfully planned, taking into account children's individual interests and needs. Next steps in their learning and development are clearly identified and provided for, and their progress, interests and achievements are clearly recorded. Children have good relationships with one another and play happily together, as they decide whose turn it is to play on the computer. Older children freely access the computer and have good mouse control, whilst younger children access a touch screen computer and sing along to the tunes from it. They also make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future. For example, when the time comes to tidy up, staff shake a tambourine and all children help to tidy away.

All children learn about the wider world and the local community. The pre-school are very involved with the nearby church, and prior to snack time children of all ages sit when the tambourine is shaken. All children choose a bible and older children confidently sing songs that they will perform in the forth coming nativity, whilst staff play the guitar and sing with them. Older children have free access to art and craft materials and enthusiastically experiment with sound, as they play musical instruments. Children show confidence in recognising the number of the week and are asked to come and paint the number, which all older children eagerly participate in. Younger children at 'bible time' also sing songs, recognise their own names at registration and say prayers. The younger children move around the room freely, brushing staff and children's hair at the pretend hairdresser, then extend the activity to the water play area, where they pretend to wash the dolls hair. Children of all ages access an outdoor area prior to parents coming to collect them, where they take part in 'What's the time Mr Wolf' and all children run up and down, chasing their friends and staff. Children benefit from the 'free flow' system which allows them to move freely amongst the activities, choosing when and what they wish to participate in.

Children's safety is given priority, with areas checked on a daily basis to identify potential hazards and risks. They are encouraged to consider and recognise potential risks and dangers through role-play, topics and stories. For example, visits from the local police teach children about road safety and not going with strangers. Good hygiene practices are actively promoted and incorporated into the daily routines in most cases, to encourage children to care for themselves. However, children share cups at the water fountain, this involves the risk of cross infection. Snack times are social occasions, when children talk and laugh with their

friends and staff. They have a choice of breadsticks, fruit and raisins and have a bottle of milk. Children feel safe, as staff have loving and caring relationships with them. They form strong attachments to adults and other children within the pre-school. Children are polite, well behaved and learn to consider the needs of other people. The staff apply clear and consistent boundaries, so that children develop knowledge of what is expected and display positive behaviour. Staff know individual children well and provide them with a good level of sensitive and appropriate support.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
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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