

# Buckhurst Hill Baptist Church Pre School

Inspection report for early years provision

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<b>Unique reference number</b>	402109
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<b>Setting address</b>	28 Palmerston Road, Buckhurst Hill, Essex, IG9 5LW
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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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Buckhurst Hill Baptist Church Pre School opened in 1983 and registered in 1997. It operates from two play rooms in the community area of the Buckhurst Hill Baptist Church. Access to the pre school rooms is at ground level directly from the adjacent footpath. Children also have the use of an indoor hall and a secure outdoor play area. The pre school is open from 9.00am until 11.30am, and from 12.30pm until 3.00pm, every weekday during term-time.

The pre school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 28 children under the age of eight may attend the setting at any one time. Currently there are 73 children on roll, all of whom are in the early years age group. The pre school supports children with special educational needs and those who speak English as an additional language. A total of seven staff are currently employed to work with the children. All members of staff hold relevant early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The pre school adopts a child-centred play approach which empowers children to become independent learners within a stimulating and supportive play environment. The setting is especially proactive with regard to inclusion. Staff liaise with parents to ensure that children's individual learning and development needs are met effectively. Staff are attentive to children's welfare, ensuring that children keep safe and healthy in their care. The leader maintains an excellent capacity for continuous improvement through engaging staff in effective, and reflective, self evaluation.

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

To further improve the high quality early years provision the registered person should consider:

- looking at ways to further develop the pre school's engagement with parents and carers.

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

The pre school leader ensures that all the required documentation is in place, and that it is regularly reviewed and easily accessible. All adults working in the pre school are now vetted on a three-yearly cycle. There are excellent procedures in place with regard to the safeguarding of children. Staff implement these efficiently to ensure that children's well-being is prioritised. The leader immediately follows up any concerns relating to child protection, carefully taking into account the

needs of all those involved. Staff are vigilant about children's safety. They conduct thorough risk assessments, and safety checks, so that any potential risks on the premises are minimised appropriately. Safety measures have been put in place in order to make the setting completely secure for children. All medical and accident records are well maintained, thereby promoting children's health effectively.

The available play space in the two pre school rooms, and outdoor area, has been made exceptionally attractive and inviting for children. Staff use the pre school's resources and equipment exceptionally well to provide a stimulating child-led play environment that offers wonderful opportunities for children to play and explore. There is a superb range of good quality resources and these are rotated daily to offer a wide variety of learning experiences for children of differing ages and abilities. Staff follow a daily routine which provides a good balance of adult-led and child-initiated activities, including opportunities for children to join in large group sessions for stories and songs. Children with special educational needs receive excellent support as a result of the committed and well-organised approach of the special needs coordinator.

The pre school has a close working partnership with parents and carers. Children benefit from the leader's commitment to prioritising the pre school's engagement with parents. A welcome pack for parents includes useful information about the setting, its written policies and provision for children's care and education. New parents provide information for staff about their children's stages of development and have regular opportunities to exchange information with staff about their children's progress. They are invited into the setting to share particular skills, such as playing musical instruments. The pre school has well-established links with local schools and uses these effectively to support children's transition to reception classes. Staff also work closely with other providers and professionals to ensure a consistent approach to children's care and development.

The pre school leader is dynamic in her management of the setting, enthusiastically encouraging a culture of reflective practice amongst staff. She makes the most of staff's individual strengths to promote effective and collaborative teamwork. The pre school's written self-evaluation recognises its many strengths and highlights aspects that might benefit from further development. Staff continually trial new and different ways of working in order to improve the outcomes for all children. An effective system of staff appraisals, and training courses, supports members of staff in their ongoing professional development. The leader is adept in her role as overseer, collecting the views of staff and parents and setting relevant targets for the future. She is at present working with staff to establish a new system of assessment and is keen to find ways of developing further their engagement with parents, for example, through open days and parent questionnaires.

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

Children are well settled in pre school and engage very happily in numerous play activities, often becoming totally engrossed in their exploration. They delight in the

variety of opportunities available, for example, concentrating hard on self-chosen tasks or spending time investigating how things work. Staff affirm children in their choices and support them sensitively so that children learn effectively through their own play and exploration. All activities and resources are easily accessible to children for them to use when and how they wish. Consequently they are given a sense of ownership which encourages high levels of personal independence. For example, they investigate magnets and marbles, explore moulding materials, arrange shiny collages and share interesting books. Staff interact effectively with children, inspiring them to be active and creative learners and encouraging them to think, and talk, about what they are learning. Adults maximise opportunities to extend children in their learning, for instance, counting and describing as children learn how to use water pumps.

There is a comprehensive system of observational assessment in place and staff use this to create attractive learning journeys for children, showing their individual development through collections of photographs, written comments and pieces of work. Children's next steps in learning, and any particular individual interests, are included in each week's planning so that staff can continuously move children on in their learning. The written planning highlights the learning objectives associated with the planned activities so that staff are able to focus children's learning in different situations. They are innovative in their use of resources, at times restricting choice and at others widening choice. In this way they help children to see different perspectives, for example, when working together to create beautiful pictures using only a narrow range of colours or selecting extra materials when making their own 'ponds' on paper plates. Older children are extended in their learning effectively, particularly in the areas of literacy and numeracy, in preparation for their move to school.

Children develop a real sense of belonging in the setting and are very aware of their boundaries. They are well-behaved and eager to take part in activities and group times. Staff encourage children to develop their use of language through conversation in a relaxed atmosphere. They have fun as they sing and act out rhymes or construct large models in the hall. They enjoy the opportunity for outdoor play, and visits to the nearby forest, and learn about the natural environment as they grow flowers, vegetables and fruit. They find out about different countries, languages and festivals, learning to respect diversity in a wider context. Children are encouraged to be aware of personal safety and hygiene and to adopt healthy lifestyles. They especially enjoy the café style snack system, choosing and preparing fresh fruits for themselves and others to eat. Staff encourage children to be kind to each other and to share fairly. Consequently children develop very good relationships with each other and play harmoniously. They quickly gain a positive attitude towards learning and flourish in a lively and caring environment.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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