

Edmonton Baptist Church Pre School

Inspection report for early years provision

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Inspector

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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

Edmonton Baptist Church Pre School opened in 1993 and re-registered in 2009. The pre school operates from a church hall located in a Baptist church in Edmonton in North London. Access to the building is at ground level immediately from the adjacent footpath. The pre school is open from 9.30am until 12:30pm and from 1.00pm until 3:30pm on weekdays during term time.

The nursery is registered on the Early Years Register and may care for a maximum of 26 children in the early years age group at any one time. Currently there are 52 children on roll. The pre school employs nine members of staff, all of whom hold relevant early years qualifications. Three members of staff are qualified early years teachers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre school offers a welcoming and inclusive setting where staff are committed to promoting the welfare and education of all children. The provision is well-resourced and offers a variety of play and group activities to support children in their progress towards the early learning goals. Children's well-being is a priority of the setting and staff liaise closely with parents to ensure that each child's individual needs are catered for appropriately. Through evaluating the overall provision for children, staff are beginning to highlight areas where they can further improve the outcomes for all children.

What steps need to be taken to improve provision further?

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

- ensure that children always benefit from a challenging learning environment in which staff maximise opportunities for communication with others during free play
- review and develop the systems for the monitoring and evaluation of the provision to ensure that children's individual learning needs continue to be met effectively at all times.

The effectiveness of leadership and management of the early years provision

The pre school's documentation is well organised and all the required written policies are in place. The manager ensures that all staff are vetted and are aware of safeguarding issues. Staff follow the correct procedures regarding child protection to ensure that all children are safeguarded. They are vigilant concerning the supervision of children when moving around the building. Annual risk assessments and regular safety checks are carried out to ensure that children

continue to be safe in the premises and on outings in the local area. Staff are well qualified in first aid and maintain children's medical records correctly so that children keep healthy in their care.

The manager has introduced a system of self-evaluation and involves all staff in the process of evaluating the provision for children. Staff have worked together in improving the outcomes for children with respect to their learning and development in the areas of literacy and numeracy. They have also highlighted the need for an outdoor play area and plans for this are now going ahead. The manager takes into account the views of parents and children through questionnaires and discussion. However, she has not yet established systems of monitoring and evaluation that are wholly effective, both in monitoring staff's practice and in encouraging ongoing reflection to help prioritise aspects for further improvement.

Staff make good use of the available play space to set out a wide variety of interesting resources for children. There is an excellent range of toys and books which are suitable for children of different ages and abilities. The system of key worker teams works efficiently in offering children a mix of adult-led and free-choice activities. Staff ensure that children feel included at group times and can make their own choices of materials and equipment during free play activities. Staff are regularly appraised in order to determine any training needs and to support their professional development. They have a good knowledge and understanding of the Early Years Foundation Stage, although their implementation of the educational programme is sometimes a little inconsistent.

The pre school has a close working partnership with parents and this contributes to children making good progress in their learning. Parents are given clear information about the setting's policies and receive details of the weekly curriculum planning. They are encouraged to be involved with their children's learning through attending meetings to increase their own awareness of the educational provision and to exchange information with key workers about their children's progress. Parents are invited to join in with children and to help organise extra activities, such as cooking. The pre school works effectively with other agencies and professionals in order to offer extra support for children when necessary.

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

Children enjoy the variety of play activities on offer and develop good relationships with adults and other children as they explore in different play situations. They benefit from opportunities to reinforce and extend their learning at group and circle times. Staff use these sessions particularly effectively to increase children's skills in literacy and numeracy, for example, teaching about sounds and letters, and encouraging problem solving. Children have fun as they participate in action rhymes and play interactive games. They learn to enjoy stories when staff share books with them in small groups, ensuring that each child is involved in telling the story. During free play staff support children and talk with them, sometimes challenging them to think through questioning and discussion, for instance, when

children explore feely materials or small world settings. However, staff do not always make the most of opportunities to stimulate and challenge children in their learning, thereby enhancing their play and extending their communication skills. As a result staff cannot always ensure that all children's individual learning needs are met effectively.

There are comprehensive systems in place to support staff in observing children's individual development and setting targets to move children on in their learning through key worker group activities. Staff use several methods of observational assessment to good effect in utilising an overall theme and focusing children's learning across the six learning areas. Older children are extended in their learning, and their acquisition of future skills, by making use of the qualified teachers to provide individualised learning opportunities prior to children's transfers to school. Staff take care to offer free play activities that include all areas of learning, and in particular resources that enable children to develop physical skills indoors. For example, children practise moving in different ways to music, they learn to balance and climb safely on the climbing frame and find different ways to travel through a set of hoops. Children learn about the natural environment when talking about seasonal changes and weather patterns. Whilst exploring creative materials children are able to express their own ideas as using various tools, paints and glue to create pictures.

Staff are attentive to children's well-being and ensure that all children feel safe and happy in their care. Children are well settled and develop a sense of belonging, approaching adults with confidence. Their self-esteem is boosted as staff enthusiastically value children's individual contributions at group times. Children's behaviour is very good and they respond quickly and positively to staff's requests. For example, they wait patiently to wash their hands after tidying up and choose a book to look at quietly in the circle. Staff increase children's awareness of personal health and safety by talking with them about keeping safe and inviting people from the community to talk about relevant health and safety issues. Children enjoy a good choice of healthy foods at snack time and are able to access drinking water at all times. They learn to respect others and to share fairly. Staff take opportunities to talk with them about different cultures and also plan activities around festivals, such as Chinese New Year. In this way children increase their awareness of diversity in a wider world.

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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