

Selsdon Baptist Church Pre-School

Inspection report for early years provision

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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

Selsdon Baptist Church Pre-school has been operating for over 25 years and was re-registered in 1999. It is a committee-run provision and operates from a hall within church premises in a residential area of South Croydon. There is an enclosed area for outdoor play.

The setting is registered on the Early Years Register to care for 30 children aged from two years to the end of early years age range. There are currently 40 children on roll. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is open from 9:30am-12:00pm from Monday to Friday during term times, with a lunch club until 1.25pm on Tuesday and Thursday during the last half of the summer term. Children attend for a variety of sessions.

There are six members of staff including the two managers. Of these, five have relevant childcare qualifications. The setting receives support from the local authority through an Early Years Advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the welcoming, inclusive environment. Relationships with parents are exemplary and play a significant role in ensuring children make good progress in their learning, given their age, abilities and starting points. The management and staff team regularly reflect on the provision and identify priorities for future development. This ensures that the service is responsive to the needs of the children who attend and their families.

What steps need to be taken to improve provision further?

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

- ensure next steps identified for children's learning are individual to each child so that planned activities build on their existing knowledge and skills
- provide more opportunities for children to express their own ideas and use their imagination in creative activities.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. Robust systems for recruitment ensure that children are cared for by a well qualified and appropriately vetted staff team. All staff attend safeguarding training and are clear about the steps to take if they are concerned about a child. All of the required documentation that promotes

children's health, safety and wellbeing and contributes to the smooth day to day running of the setting is in place. Staff work well together as a team, sharing tasks and responsibilities such as the snack bar, creative activities or supervision of the outdoor play space, effectively throughout the session. They make good use of resources to create a welcoming environment where children can easily access a wide variety of equipment and play materials, for instance children can choose their own construction materials from boxes, or select art and craft resources from the trolley.

Staff ensure they have a good understanding of each child's background and needs. They use effective strategies to ensure all groups of children are included and achieve well, so that equality and diversity is effectively promoted. For instance, they build on the boys' interest in a football activity and inspire them to solve simple problems, write out their own certificates and learn how to use a sand timer. The setting values partnerships with parents very highly, and they are significantly involved with the setting's work, for instance through participation in the committee. Parents are fully involved in the assessment and review of their child's progress and are kept extremely well informed about their child's achievements and wellbeing through newsletters, the notice boards, daily discussion, frequent consultations and excellent access to their child's file. The setting works effectively in partnership with external agencies and other providers as appropriate, for example, they make sure they obtain permission from parents to share information about children's progress with their childminders to ensure children benefit from continuity in learning and care.

The managers and staff team make good use of feedback from parents and support from the local authority to monitor and evaluate the provision, which ensures most areas for improvement are quickly identified and acted upon. Actions taken are well targeted to improve outcomes for children. For instance, ongoing improvements to the outdoor area, which means children benefit from free-flow indoor and outdoor learning opportunities throughout the day, and increased opportunities to develop skills for the future by improving children's access to information and communication technology.

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

Children show a strong sense of belonging at the setting. They quickly become familiar with the routines and expectations of the preschool and develop a sense of responsibility as they tidy up the toys or help their friend with the taps at the portable sink. Children learn to keep themselves safe when they remember not to run inside or practise holding the scissors carefully. They adopt simple good hygiene routines when they wash their hands before they eat and understand that they do this to wash away any germs. They enjoy helping themselves to sliced banana and apple at snack time, and become more independent as they pour their own drinks from the jug. Children play outside every day in all weathers as part of a healthy lifestyle, practising their physical skills and learning new ones as they manage to throw the ball into the basketball net or spin a hoop for the first time.

Children benefit from a well-balanced routine with good opportunities for uninterrupted independent play. They work well both independently and in cooperation with their friends, and they are interested and motivated to learn. Children take part in a wide variety of indoor and outdoor activities and experiences that support their development across all areas of learning. Staff make regular observations of their achievements and identify next steps for their learning, which they regularly monitor and review. However, sometimes the next steps identified are quite general and common to a group of children, rather than personal to each child. This means planned activities do not always challenge individual children by building on their knowledge and skills.

Children are keen to communicate and they use language well to start conversations and talk about their experiences. Staff make good use of props and visual cues at story time so that all children can take an active part. Children write and make marks as they play, using a clipboard to record how many goals they score in a football game, or confidently writing their name on their drawing. They solve simple problems during every day routines, such as counting how many children are at preschool today, or piling dinosaurs into weighing scales until they balance. Children become absorbed in their play as they explore a big tray of oats in the home corner, using sieves, spoons and saucepans to investigate and then mixing in some play dough to make 'cakes'. They find out about the world around them when they plant sunflower seeds and watch them grow, and when they see what happens when they pour water through funnels and long lengths of tubing in the water tray. Children use their imaginations when they dress up and play together in the home corner, and they join in with singing sessions enthusiastically. They enjoy planned art and craft activities although at times these are too adult-led and children are not always able to use their imagination and express their own ideas. Children are well occupied and stimulated throughout the session and thoroughly enjoy their time at the preschool.

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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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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