



Little Angels at the Borehamwood Baptist Church Pre-School

Inspection report for early years provision

Unique Reference Number	130520
Inspection date	07 December 2005
Inspector	Lindsey Wright
Setting Address	12 Furzehill Road, Borehamwood, Hertfordshire, WD6 2DF
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Registered person	Little Angels
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Little Angels at the Borehamwood Baptist Church Pre-School first opened in 1967 and has been registered from their current premises since September 1992. It operates within the church premises, which comprises of a large hall, and several adjacent smaller rooms. The pre-school is very close to the town centre of Borehamwood and serves the local area.

The pre-school is registered for a total of 30 children aged from 2 to 5 years. There

are currently 45 children from 2 to 5 years on roll. This includes 5 funded 3-year-olds and 4 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports a small number of children with special needs and who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09:30 until 12:15, with the option of a lunch club daily until 13:15.

There are 11 part-time staff and 1 full-time member of staff, working with the children. The majority of staff have early years qualifications to NVQ level 2 or 3. There is 1 member of staff currently on a training programme. The setting receives support from a teacher who is funded through the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children participate in a range of physical activities which supports their health and well-being. They confidently climb small apparatus and enthusiastically use the trampoline outdoors. Children ride tricycles indoors and are able to skilfully manoeuvre scooters and pushchairs. They are offered additional activities to explore outdoors on a daily basis, for example, making puddles to splash in.

Children learn the importance of personal hygiene through their daily routine. They wash their hands before eating food and after participating in creative activities. There are effective systems in place to record accidents and medication requirements which support children's good health. A sickness policy ensures children's risk to cross infection are minimized. Staff wear gloves when changing nappies and clean the changing mat after use. Most staff have attended a food handling course.

Children enjoy eating a healthy snack of bread and butter and a choice of fruit or vegetables sticks. The provision promotes healthy eating through a positive policy which is shared with parents. Unhealthy choices such as chocolate and sweets are discouraged from being included in children's lunch boxes. All medical and dietary needs are discussed with parents and adhered to where necessary. Children are relaxed and enjoy the social aspect of snack and lunch time. Staff are present to support them and reinforce healthy foods and discuss unhealthy ones.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm and welcoming environment, staff maintain daily safety checks to highlight and monitor safety issues. Children benefit from high staff ratios, which ensure good levels of support and supervision, and promotes children's personal safety. Children independently access a broad range of safe, clean and

good quality resources that are appropriate for their age and stage of development. Staff ensure a safe environment is provided for children, for example, socket covers and stair gates are in place.

Children's safety on outings is a priority, staff have clear roles to the management of children and the need to maintain high levels of supervision. The provision ensures a designated first aider is on site. Children are learning the importance of keeping themselves safe, they know they must hold a member of staff's hand during an outing and to take care when using scissors. Staff carry out regular fire drills which children participate in and learn the evacuation procedure. The procedure for adults collecting children is not robust and therefore jeopardises children's safety.

Children are safeguarded by staff who have a clear understanding of child protection procedures. All staff undergo a sound vetting and recruitment process to meet their suitability to work with children. All necessary documentation and policies are in place and managed appropriately.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are and happy and settled at the pre-school. They are confident to independently access their chosen resources and approach adults for support and general interaction. Children's self-esteem is promoted through their work being displayed and appropriate praise given to them for their achievements. Children play purposefully in the role-play area buying and selling toys in the 'toy shop'. They are excited to access resources in the garden during set times of the day. Children have developed sound relationships with staff and their peers. They sit next to their friends during circle time. Children enjoy receiving cuddles and support from adults during activities. They learn from staff who act as positive role models. Children begin to learn to share resources such as the tricycle and musical instruments. They benefit from the good deployment of staff to meet their individual needs. However, staff do not always fully challenge children to extend their learning. Staff have regard to the 'Birth to three matters' framework which is included in the planning.

Nursery Education

The quality of teaching and children's learning is satisfactory. The majority of staff have a satisfactory understanding of the Foundation Stage and how children learn, therefore children are making steady progress. Children enjoy self chosen activities with staff on hand to support their play and generally ask open ended questions to develop their learning. Staff plan a broad range of age appropriate activities which promotes aspects of their development including all areas of the curriculum. Although planning highlights differentiation for ages and abilities of children, the activities do not offer sufficient challenge for the older and more able children, therefore this does not extend their learning potential. Staff generally maintain valuable assessments and written observations on children's progression, however, this is inconsistent. This information is yet to be utilised to inform future planning for children's next steps in their learning.

Children arrive happy, they quickly engage within activities and seek peers and adults for company. They sit and concentrate during adult led activities such as sticking shiny paper onto bell shapes. Children independently access their environment with confidence. They learn to pour their own drinks at snack time and give out the fruit. Children are becoming more confident to speak out, for example, at circle time they identify the month of December. They use books appropriately and have good opportunities to draw and paint. Children can see the written word and are confident to write their name on their work. They identify and make the sound of the letter 'L'.

Children confidently recognise numbers when looking at today's date. They are able to match two numbers as being the same. Children learn to weigh ingredients during regular cooking sessions and watch changes occur when items are added. They count the children to see how many cups they will need at snack time. Children learn to count two bangs on the drum and increase to three and four. Displays of numbers and shapes reinforces children's knowledge of these concepts. Children make sand castles and distinguish the 'big' and 'little' ones, staff generally support this play to extend their learning. Children enthusiastically participate in creative activities, they explore paint and glue to make their own pictures. They play imaginatively in the home corner which is a 'toy shop', children pretend to buy presents for Christmas.

Children are developing good physical skills, they skilfully ride tricycles indoors and climb and jump on small apparatus in the garden. They competently utilise scissors, glue sticks and pencils. A child independently wrote her name on her picture. Children learn about the wider world. They visit the shops to post a letter, and look out of the window to identify the weather. Children use programmable toys to support their play, for example, they used a till and calculator during the 'shop' play, however, they have limited opportunities to access the computer at present. They fully participate in the Christmas festivities being celebrated, as they pull crackers and wear party hats at snack time.

Helping children make a positive contribution

The provision is satisfactory.

Children and parents are warmly welcomed into the provision. Staff and parents discuss information about each child prior to their attendance to ensure their individual needs are catered for and provide a smooth settling in period. Children and staff work harmoniously together in small and large groups. They are able to share resources within the home corner, and work co-operatively to build models with construction.

Children have a sense of belonging as they choose their name card on arrival and find their coat peg. They are able to explore their environment which is fully accessible to them. Staff support children with special educational needs and receive additional assistance to meet each child's individual needs. Children learn about other cultures and diversity through topics and festivals. They have a range of multi-cultural resources which helps them learn about the wider society. Children are becoming aware of their own needs and needs of others, staff positively encourage

this, for example, staff support children to say sorry to another child. Therefore children's spiritual, moral, social and cultural development is fostered.

The quality of the partnership with parents and carers is satisfactory. Staff have developed positive relationships with parents. Parents express satisfaction with the care and education their children receive. They are sent newsletters, and information is displayed on a notice board including 'Birth to three matters' information. Parents feel involved in their child's education through participating in topics and being included in the parents rota. However, parents are not fully involved in the maintenance of their children's assessments and how these are used to plan for the future learning. At present parents do not receive information about the Foundation Stage curriculum and are not informed of their child's progress during their attendance at the provision.

Organisation

The organisation is satisfactory.

Children feel secure in their familiar surroundings and are cared for by a committed staff team. The manager uses generally effective recruitment procedures to ensure staff are suitably checked and either hold appropriate qualifications or are willing to work towards achieving this. Children currently benefit from high staff ratios, which ensure they receive appropriate support and attention when working in small group activities. Staff plan activities, however, they do not include sufficient challenge for children to develop to their full potential. Staff generally ask open ended questions however this could be increased to enable children's learning to be extended.

All required documentation including policies and procedures are in place to support the safe management of the provision.

The quality of the Leadership and management of the nursery education is satisfactory. The manager and deputy are well established. The manager has a clear vision for the future development of the curriculum to ensure that it provides a well-balanced education for all those children attending. However, improvements that have been highlighted have not been implemented. Therefore the provision has not improved its practice. Staff give regard to the 'Birth to three matters' framework alongside 'The Curriculum Guidance For The Foundation Stage'. Regular informal staff meetings are in place to help support the on-going monitoring of the provision.

Overall the provision meets the needs of the range of children who attend.

Improvements since the last inspection

At the last inspection an action was raised as the pre-school were asked to ensure a procedure was in place in the event that a child is lost or uncollected from the nursery. A policy is now in place which helps to safeguard children. There was a recommendation to provide suitable hand washing/drying facilities for children. A sink has been installed in the kitchen area and the temperature of the water is regulated,

this ensures children independently learn health and hygiene procedures through the daily routine. A procedure to be followed in the event of an allegation being made against a member of staff was not in place, this has been addressed and is now included in the policies, therefore good procedures are in place and this secures the staff's safety and welfare.

Complaints since the last inspection

Concerns were raised about some inappropriate behaviour of children at this provision. These concerns related to National Standard 13: Child protection. Following some further inquiries Ofsted made an announced visit to the provision on 1st September 2005 and as a result set 2 actions. These were under standard 13: to inform Ofsted of any child protection concerns; and standard 14: to inform Ofsted of any significant events. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- obtain written permission from parents where children are to be picked up by another adult
- ensure staff record and observe what children do and use their observations to plan the next steps for the children's play, learning and development

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve planning to ensure there is effective challenge for the older/more able children. Ensure children's assessments and evaluations of planned activities

are utilised to inform planning

- ensure parents are encouraged to be part of the assessment process, and to contribute towards their children's future learning opportunities. Provide information for parents about the Foundation Stage curriculum and six areas of learning

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