



Ashurst Drive Baptist Church Pre-School

Inspection report for early years provision

Unique Reference Number	128447
Inspection date	22 September 2006
Inspector	Fiona Sapler
Setting Address	Ashurst Drive Baptist Church Pre School, Ashurst Drive, Ilford, Essex, IG2 6QH
Telephone number	020 8554 4102
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Registered person	Ashurst Drive Baptist Church
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 good. 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?

Ashurst Drive Pre-School opened in 1969, and is managed by the committee of the Ashurst Drive Baptist Church. It is located in Gants Hill in the London borough of Redbridge and operates from three activity rooms. There is access to an outdoor area. Children who attend are from the local community.

A maximum of 40 children may attend the preschool at any one time. It is open term time only from 09.30 to 12:00 each day. There are currently 38 children on roll aged from two to five years. Of these, 30 receive funding for nursery education. The preschool supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

Six staff, all of whom have appropriate early years qualifications, work with the children. The pre-school receives support from Early Years and is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a spacious and generally clean environment. They are able to clearly explain why they need to wash their hands before eating, and independently wash their hands after using the toilet using the soap that is provided. However, this level of understanding is compromised as staff do not always follow correct hygiene procedures in the bathroom area. Children are protected in case of an accident as all accidents are recorded effectively and all staff hold a current first aid certificate.

Children enjoy healthy snacks and know that fruit is good for them. The provision of snacks is well organised and promotes the children's independence when they learn to select their own clean cups, pour their own drinks and put the dirty cups in the proper place. The snack table is therefore a sociable place where the children choose to chat and eat with their friends. Children are able to access fruit, milk or water throughout the session and are clear why they should have plenty to drink especially in warm weather.

Children are provided with regular opportunities to participate in physical exercise indoors in the large hall where they have the choice of driving cars, riding on scooters, playing basket ball, climbing on slides or crawling through tunnels. This helps keep them healthy while they learn different ways their bodies can move. Older children negotiate the available space well when pushing prams and riding cycles, and manoeuvre round obstacles competently. They can control their speed when they are moving freely and are aware of each other as they travel around the large hall. They also use small equipment proficiently, developing their hand eye co-ordination, when they have independent access to sellotape holders and cutters, scissors and pencils.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children greatly benefit from playing in a welcoming and spacious, well-organised environment. This allows them to move around and play safely. They are provided with a wide range of stimulating resources that are in good condition and developmentally appropriate for their ages and stages of development.

Children learn how to keep themselves safe when playing because staff provide clear explanations and gentle reminders. Staff deployment is very good and guarantees children are well-supervised at all times. They understand their roles and responsibilities and work well as a team to support the children's well being. The security of the setting is very effective as there are established procedures for the safe arrival and departure of children and children only have access to appropriate areas within the building. Regular risk assessments ensure the pre school remains

safe for the children to play and move around freely. Children and staff understand the procedures in case of a fire because fire drills are practised very regularly and are clearly logged.

The children's welfare is safeguarded as staff have a sound understanding of the procedures to follow if they have any child protection concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are welcomed warmly into the pre school and enjoy circle time, at the beginning of each session, where they have the opportunity to say hello to everyone and can share their news. This helps them develop a sense of belonging and security. Children form good relationships with adults and each other and the staff team encourage older children to assist the new children to feel comfortable and help them learn about their new surroundings.

The children are provided with a range of stimulating activities such as the story sack, shaving foam, magnets and junk modelling. Their creative and imaginative development is encouraged through activities such as water and sand play, art and craft, painting, playing music, singing, role-play and dressing up.

The children's independence and initiative is promoted when, for instance, they are provided with empty tables and resource trolleys, so that they are able make their own choices about what they wish to play with from the resources that are stored on these trolleys. Younger children, and those for whom English is not their first language, enjoy listening to stories and learn about the meaning of words through staff's expressive reading. They are beginning to join in action songs that help develop their co-ordination.

Nursery Education

The quality of teaching and learning is satisfactory.

Staff have a sound understanding of the foundation stage. They make brief observations of individual children throughout the session. These observations are filed, in the children's files, under each area of learning, however they are not sufficiently evaluated to inform future planning for the individual child. Daily plans effectively cover all areas of learning and the activities provided relate closely to the written planning. The staff team meet at the end of each session to share observations, evaluate the activities and contribute their ideas and suggestions.

Staff interaction is positive and children are encouraged to express their thoughts and ideas. However because of the high proportion of children who receive Nursery Education within the setting, staff are not always able to fully engage in all the activities provided. Because of this children sometimes lose interest in the activities on offer.

Children are confident to try new activities and are happy to speak in a group at circle time. They maintain attention, concentrate, and sit very quietly when appropriate, for instance, when they are doing an activity or when they are sitting at circle time. They are very independent.

They see to their own personal needs such as visiting the toilet and washing hands and deciding when to have their drink and snack. They clearly learn to show care and concern for each other as staff ask 'old' children to help the new children learn the songs or show them where things are. Children form good relationships and feel very comfortable and settled in the pre school. They work well independently and also co-operate and communicate well when working with other children. They are clearly beginning to develop a sense of right and wrong when they explain the nursery's rules at circle time.

Children choose to select maths activities, such as counting cubes and sorting bears during free play although they have few opportunities to develop their skills in calculating. The children are beginning to represent numbers using their fingers when counting to three before each song. Computer games introduce some interesting mathematical concepts such as 'more than', 'fewer than', 'less' and 'more'.

Children listen and respond with enjoyment and attention to favourite stories and songs. They show an interest in books and contentedly share a book with a member of staff. They interact well with each other and are becoming confident to initiate conversations, for instance, when they share snack time. They are self assured when using language in their play, when they chat in the home corner and when they 'talk to mummy' on the telephone. Staff know the children well and give them opportunities to contribute their experiences at circle time when they talk about their families and their holidays. However, children have few opportunities to link sounds to letters and are not always encouraged to try and write their own names on their work.

Children learn about the days of the week and have some understanding of time when they talk about 'tomorrow and the day after' and discuss their holidays and the weather. There are some opportunities for them to develop their sense of place and to talk and learn about the local area when they visit the local library or go for short walks near the pre school. Occasional visits by the local police and librarian gives children an insight into other peoples' lives and enhance their time at the preschool. Children play happily on the computer. They are competent at controlling the mouse and are happy to watch their friends and wait their turn.

Children are beginning to explore colour and texture when selecting materials for a collage. They enjoy experimenting with the sounds that different instruments make and approach members of staff to share their fascination with them. Children are able to build and construct three dimensional objects from junk and demonstrate good cutting and joining skills because they are provided with sufficient resources for them to experiment.

Helping children make a positive contribution

The provision is good.

Children learn about themselves and the world around them through a range of worthwhile planned activities and themed topic work when they are encouraged to develop an awareness of the local community and wider society. For example, children and parents enjoyed a day when they were asked to bring in food from their own cultures to share with others and, at another time, children came to nursery wearing their traditional clothes. The children's self esteem and confidence is developed when they are helped to recognise their differences and similarities through a range of stimulating and interesting activities. For instance, they look in

a mirror and are able to select from a range of skin colours to draw themselves, and they have access to a range of resources such as dressing up clothes and instruments that represent different cultures and backgrounds. Staff help children settle comfortably by communicating in their home language or by asking parents to provide some words to use so they can reassure a child and understand some basic requests.

The children's spiritual, moral, social and cultural development is fostered.

Children with learning difficulties and/or disabilities are welcomed into the setting and additional resources are provided to ensure they are able to participate fully in the day's activities.

Behaviour is very well managed. Children play in a calm atmosphere where they benefit from lots of praise and encouragement and from some basic ground rules that are consistently applied. This help them develop a good understanding of right and wrong. They learn important social skills such as sharing and listening to each other, enjoy each other's company and treat each other kindly.

Parents are welcomed into the setting and enjoy friendly, supportive relationships with the staff. This helps provide continuity between the home and the preschool. All necessary information relating to their child's care needs are recorded comprehensively, when children start, to ensure their individual needs are recognised and met.

Partnership with parents of children who receive nursery education is satisfactory. They are provided with termly plans of activities but do not receive sufficient information about the foundation stage to become fully involved in their children's learning. Informal communication provides opportunities for staff and parents to work together and share information about their child's individual progress and development.

Organisation

The organisation is good.

Children are cared for by an enthusiastic staff team who know the children well, ensuring they provide good support to enable the children to feel happy and secure. Staff work well as a team and provide a safe and stimulating, well-balanced programme. They are deployed effectively to ensure children are well supervised at all times.

Leadership and management of Nursery Education is satisfactory. The manager is committed to ensuring each child progresses throughout their time at the preschool. She monitors the implementation of the Foundation Stage curriculum through observation and regular meetings.

All staff are qualified to at least level two and have regular appraisals that identify their training needs. Staff are encouraged to enrol on relevant courses and share the information they learn . This ensures they have the latest and most relevant information available to support the children in the setting. Children are safeguarded as there are effective recruitment and induction procedures in place to ensure people who work with the children are suitable, experienced and qualified.

All mandatory records are in place, confidential and well maintained. This guarantees the safe and effective management of the setting in order to promote children's welfare. The setting meets the needs of the range of children for whom it provides

Improvements since the last inspection

Recommendations were made at the last inspection relating to the vetting of staff, displaying the registration certificate, making the outdoor area safe, staff 's first aid training, the completion of accident records and the written policies and procedures. The children's welfare is safeguarded as these recommendations have been met. The registration certificate is clearly displayed. Appropriate checks are carried out on prospective staff and all staff hold current first aid certificates. Accident records are maintained appropriately and the outdoor area is risk assessed for any potential hazards before use. Written policies and procedures support the organisation of the setting.

Recommendations were set at the last inspection relating to the implementation of the Nursery Education curriculum. These include developing staff's understanding of the Foundation stage. Staff have now all received Foundation Stage training. Sufficient activities are provided to meet most areas of the children's maths and language and literacy development. Recommendations relating to behaviour management and the provision of technology equipment have been met. Children have access to a computer, calculators and telephones to promote their development and knowledge and understanding of the world around them. Children are beginning to have a clear understanding of right and wrong and how to behave well because behaviour management strategies are appropriate.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- ensure staff follow effective hygiene procedures in the toilet area

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):

- continue to develop staff's knowledge and understanding of the Foundation Stage and how to effectively plan for each child's progress along the stepping stones
- ensure staff provide appropriate levels of interaction and direction during planned activities
- provide appropriate opportunities for children to develop their skills in calculation, for linking sounds to letter shapes and to start to write their own names.
- provide parents with relevant information about the Foundation Stage curriculum, the Early Learning Goals and the Stepping Stones to ensure they can be fully involved in their children's learning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk