



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 128470

DfES Number: 525401

INSPECTION DETAILS

Inspection Date 26/03/2004
Inspector Name Jane Davenport

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Ilford High Road Baptist Church Pre-School
Setting Address 322 High Road
Ilford
Essex
IG1 1QP

REGISTERED PROVIDER DETAILS

Name Healthy Living Projects Limited 04108124 1087256

ORGANISATION DETAILS

Name Healthy Living Projects Limited
Address Ilford High Road Baptist Church Pre-School
322 High Road
Ilford
Essex
IG1 1QP

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Iford High Road Baptist Church Pre-School was registered in 1992. The pre school offers sessional day care for children aged from three to five years. It is situated in a large church hall in a busy part of Iford, and is close to local parks and other amenities.

The pre school is open Monday to Friday between 09:30 am- 12:00pm during school term time. Currently there are 25 children on roll. The pre school supports several children who speak English as an additional language. One child who attends has special educational needs.

There are 11 children who receive funding for nursery education, three four year olds and eight three-year-olds.

Seven staff work in the pre school. More than fifty per cent of staff hold a recognised level 3 or level 2 qualification. Staff receive some support from the Early Years and Childcare Partnership (EYDCP).

How good is the Day Care?

Iford High Road Baptist Church Pre School provides satisfactory care for children. The environment is warm and welcoming. Staff are appropriately experienced and qualified in childcare and work well together as a team. The routines which are in place help children feel secure and their individual needs are met. The children's dietary needs are generally well met, however the way in which snack time is currently organised requires further development.

Safety within the nursery is emphasised at all times and good attention is given to developing children's understanding of personal hygiene. However, challenging behaviour presented by the children is not always managed consistently.

Records are well kept and the pre school has a comprehensive range of policies and procedures. However, the child protection policy does not include what to do if an

allegation is made against a member of staff.

There is a good range of toys and resources at the pre school and some appropriate activities are provided.

The pre school has excellent relationships with parents. Staff are friendly and professional and exchange information with parents about their child's progress on a daily basis.

What has improved since the last inspection?

Since the last inspection, the pre school has appointed a deputy with a level 3 qualification. Several health and safety issues have been addressed and policies and procedures have been expanded and improved, this has resulted in a better organised provision for children.

What is being done well?

- The environment within the pre school is warm and friendly. Staff are welcoming and the premises are clean and well maintained.
- Staff make children's safety inside and outside the pre school a high priority.
- There is a strong emphasis on equal opportunities and inclusion throughout the pre school and children with special needs have additional staff support to enable them to take part in everyday activities.
- The pre school has a comprehensive range of policies and procedures which cover all aspects of the running of the group. They are well written, easy to understand and shared with staff and parents.
- Staff at the pre school have excellent relationships with parents and demonstrated a genuine care and concern for both parents and children. Children are looked after according to their parents' wishes and parents are kept well informed of their children's progress and participation in activities.

What needs to be improved?

- the range of activities to promote mathematical development
- the child protection procedure
- the organisation of snack time
- consistency in managing children's behaviour

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
8	Review the way in which snack time is organised.
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stages of development.
13	Develop the child protection policy to include what to do if an allegation is made against a member of staff.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Iford High Road Baptist Church Pre-School provides generally good care to children, which helps them to make very good progress in some of the six areas of learning and generally good progress in personal social and emotional development, communication, language and literacy and mathematical development.

The quality of teaching is generally good. Staff have a good understanding the early learning goals and use this knowledge to plan a wide of practical activities and understand that children learn from them. Resources and activities are well organised to encourage children's independence. Staff have good relationships with children and understand their individual needs well. There are good systems in place to support children with special needs and for children who speak English as an additional language. Staff management of children's behaviour is inconsistent and as a result children often behave inappropriately. Children are not given sufficient opportunities to count, recognise numbers and to compare and separate groups of numbers. Staff do not always challenge children to think or encourage them to extend their language. Staff carry out observation and assessments of children but do not use these to inform planning.

The leadership and management is generally good. The manager works closely with her deputy to support staff to ensure consistency of good practice throughout the team. The manager is committed to addressing the group's weakness. The manager needs to address the issues relating to observation, assessment and planning.

Partnership with parents and carers is generally good. Staff have good relationships with parents and parents have opportunities to exchange information on a daily basis about their children's development. There are no formal system in place to provide parents with information about their children's attainment and their progress towards the early learning goals.

What is being done well?

- Staff provide children with a wide range of resources and activities which allows children to make generally good progress towards most of the six areas of learning.
- Staff have good relationships with children and encourage them to be confident and independent.
- Staff have good relationships with parents.

What needs to be improved?

- systems for observation, assessment and planning.

- opportunities for children to develop their language skills.
- opportunities for children to count, recognise numbers and to compare and separate groups of numbers.
- management of children's behaviour

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in personal, social and emotional development. Children's confidence and self-esteem is promoted well by staff. Children are learning to make good relationships with their peers and staff. Children do not understand right and wrong and they do not always behave appropriately.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in communication, language and literacy. They listen to stories and handle books with confidence and participate well in re-telling stories. They communicate well with their peers, but are not provided with sufficient opportunities to develop their language skills. They are developing good writing skills through a range of practical activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in mathematical development. Children are developing a good understanding of shapes, size and are encouraged to understand the concept of sequencing. Children are not given sufficient opportunities to count, recognise numbers and to compare and separate groups of numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress in knowledge and understanding of the world. They are given good opportunities to explore and investigate and are developing a good understanding of the natural world. They are introduced to a range of cultures. They have good opportunities to construct and build through a range of resources and activities. They have good opportunities to use and learn about everyday technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in physical development. They move around confidently and safely. Children are developing a good understanding of how to look after their bodies and about the need to be healthy. Children have good opportunities to use a range of large and small equipment to develop their whole body movement.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Child make very good progress in creative development. They enjoy art and design and role-playing through a wide range of activities. They have good opportunities to explore colour, shapes and texture. They explore sound through singing a variety of familiar songs and rhymes.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve systems for observation and assessment and use these to inform planning.
- opportunities for children to develop their language skills.
- develop opportunities for children to count, recognise numbers and to compare and separate groups of numbers.
- staff practice in managing children's behaviour

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.