



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 106298

DfES Number: 581962

INSPECTION DETAILS

Inspection Date 07/05/2003
Inspector Name Judith Roberts

SETTING DETAILS

Setting Name Bideford Baptist Pre School
Setting Address Bideford Baptist Centre
Bideford
Devon
EX39 2JR

REGISTERED PROVIDER DETAILS

Name The Committee of Bideford Baptist Pre-School

ORGANISATION DETAILS

Name
Address

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

Bideford Baptist Pre-school has been running since 1981. It is the only provision for 3 to 5 year olds run by a voluntary committee in one half of the town. It serves a large catchment area, including some of the surrounding areas, as well as a large part of the town of Bideford. The group is run by a team of staff, many of whom have worked together for a number of years. Staff:child ratios are high, exceeding statutory requirements. The supervisor and assistant supervisors hold child care qualifications, as do some of the rest of the team. The group operates in the Baptist Centre, which is situated in the centre of the town next to the Baptist Church. The group has the use of a large and small hall, with an additional play area in the spacious entrance hall. There is a small, secure area where the children can enjoy outside play when the weather is suitable. The group is registered for 26 children aged three to five years and is approved to take three and four year olds with government funding for their early years' education. There are 80 children on the register, all of whom are in receipt of government funding. The daily programme includes opportunities for free play and individual, small and large group activities. There are sessions each weekday morning in term time, and on Monday, Tuesday and Wednesday afternoons. Provision is made for children with Special Educational Needs, including an allocated staff member when required. The group do not currently care for any children with English as a second language. The group received Pre-school Learning Alliance Accreditation in 2001.

How good is the Day Care?

Bideford Baptist Pre-school offers satisfactory care for children. A high staff ratio results in effective supervision of the different areas of the premises, with a staff member employed for one session a week to record children's activities. Sessions are planned to include a range of group activities, inside and outside when possible, making good use of available space. The children are well-cared for and safe. Arrangements for parents bringing and collecting children are secure and the group has an effective means of monitoring visitors to the premises. Outings are well-planned and supervised. Expectations of sociable behaviour during group times is high and staff manage group sessions effectively. Individual children's behaviour

is not always appropriately managed, with some children showing signs of boredom and restless behaviour. Children choose from a wide range of toys and games and interact sociably with each other. Some of the input from staff is excellent, engaging children in well-focused and planned activity with opportunities to develop language and mathematical awareness. The range and quality of activities is not always sufficient to ensure that all areas of development are covered and the more able children are not always engaged in suitably challenging activities. The provision for children with special educational needs is effective. Staff demonstrate commitment to working in partnership with parents: a coffee morning is held for new parents and the booklet given to new parents is well-written and contains all the important information. The staff do not encourage parents sufficiently to contribute to records of their children's development.

What has improved since the last inspection?

Actions from the Transitional Inspection have all been completed: A procedure for action in the case of a lost child has been included in the Operational Plan. Information given to parents about the complaints procedure has been expanded. Parents are now asked to give written consent for emergency medical treatment of their children. The policy for Child Protection now includes a statement that significant concerns will be reported to Social Services.

What is being done well?

Staff members are well allocated to particular needs of the group eg Special Needs and recording. Children benefit in terms of care and supervision from a high staff ratio and the long experience of some members of staff. Sessions are managed on an orderly basis. (Standard 2) Children demonstrate affectionate and trusting relationships with some members of staff. (Standard 3) There is a wide range of manufactured equipment and toys. (Standard 5) Children benefit from clear expectations of good behaviour in group times, showing a good level of co-operation. (Standard 11)

What needs to be improved?

planning and implementation of activities to promote development in all areas (Standard 3) provision of activities and resources to promote awareness of other races, cultures and religions. (Standard 9) communication with parents about their children's progress (Standard 12) staff training and awareness of Child Protection issues (Standard 13)

Outcome of the inspection

Satisfactory

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown		
Std	Action	Date

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
3	Plan and implement a wider range of activities to ensure children's all-round developmental needs are being met.
9	Provide more resources and opportunities for learning about other cultures, races and religions.
12	Discuss records with parents and encourage them to contribute to the record keeping.
13	Develop staff's knowledge and understanding of child protection issues.

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

How effective is the nursery education?

Bideford Baptist Pre-school offers a secure and consistent environment where the children are making acceptable progress but where there are some significant weaknesses. Progress in personal social and emotional development and physical development is generally good. Most children are confident, independent and aware of their own needs. There are some strengths in communication, language and literacy; knowledge and understanding of the world; mathematics; and creative development but, on the whole, some significant weaknesses at present limit the children's progress towards these early learning goals. The quality of teaching has some significant weaknesses. The staff develop close and trusting relationships with the children. However, not all of the staff have a secure knowledge of the early learning goals. This limits their ability to initiate questions and discussions which are needed to extend the children's learning and offer sufficient challenge for more able children. Planning of the curriculum does not adequately cover all areas of learning. It is repetitive and lacks challenge for older and more able children. The leadership and management of the group is generally good. Steady leadership has resulted in a stable staff team who are clear about their roles and responsibilities. Expectations of behaviour are consistent and clear. The group are committed to development and successfully completed an accreditation scheme in 2000. However lack of both a staff appraisal system and evaluation of the planning and effectiveness of the curriculum has impeded further development. Parents and staff have positive relationships. Parents are kept well informed about the group by booklets, notices and discussion with staff. However not all parents are aware of the progress their child is making and are not effectively encouraged to support their child's learning at home.

What is being done well?

The children's personal and social development is generally good. By four most children are confidently selecting activities and equipment and initiating their own play. They enjoy good relationships with staff. There is a stable and committed staff team who work well together and are clear about their roles and responsibilities. Children move confidently and freely and are able to negotiate large equipment with ease. Older children are using small equipment such as pencils and small construction with increasing skill.

What needs to be improved?

consistency in staff knowledge of the early learning goals and of appropriate methods to extend the children's learning, especially the four year olds. planning of appropriate and challenging activities in line with the early learning goals, in all areas of learning but particularly in communication, language and literacy, mathematics, knowledge and understanding of the world and creative development. opportunities

to discuss and explore with the children differing needs, views, cultures and beliefs. procedures to regularly inform parents of their children 's progress and encourage them to be involved in their child's learning. procedures to evaluate the effectiveness of the curriculum procedures to regularly undertake staff appraisal

What has improved since the last inspection?

The pre-school have made some limited progress since the last inspection. Assessments are now systematically completed on all children. Behaviour management at whole group time is managed effectively and most children behaviour is satisfactory. Staff have received some training and information about the learning outcomes and limited reference is made to them on the plan. However some staff still appear to have insufficient knowledge and understanding of the learning outcomes . New equipment has been purchased to try to increase challenge during physical activities. However staff are still not consistently offering the children challenge when using the equipment and in some cases just supervise for safety. Creative music and dance are still not a regular feature in the programme. Tapes have been purchased and the children do use musical instruments occasionally. However these are not used creatively to stimulate imagination.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children's personal, social and emotional development is generally good. Most children are confident and aware of their own needs. They come into pre-school enthusiastically and can independently choose activities and select equipment and toys. They enjoy close and trusting relationships with the staff. Many children confidently initiate and continue conversation. Children are not regularly exploring and discussing with the staff the differing needs, views, cultures and beliefs of others.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Significant Weaknesses
Children's development in communication, language and literacy has significant weaknesses. Many four year olds are confident speakers and initiate conversations in both small and large groups. They show an enjoyment of books and readily select them to look at alone or with a member of staff. The four year olds do not have enough opportunity to recognise letters, sounds and simple words and to write for a variety of purposes.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Significant Weaknesses
Children's mathematical development has significant weaknesses. Children discuss numbers and shape in incidental conversations. However because of insecure staff knowledge of mathematical teaching there are insufficient opportunities for mathematical learning. Expectations of the four year olds are generally low and they are not being extended. Most can count to twenty but they do not frequently match numbers to the written numeral, calculate, and solve simple practical mathematical problems.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Significant Weaknesses
Children's progress in knowledge and understanding of the world has significant weaknesses. This aspect of learning is not a regular feature, except for discussing the weather, season etc on a daily basis. Children do not have sufficient opportunity to explore their environment, past and present events in their lives and other people's cultures and beliefs. Programmable toys and information technology are not used. Children construct using kits but do not often use a wide range of objects.	
PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children's progress in physical development is generally good. Children move indoors and outdoors confidently and with awareness. They climb, slide and balance on large equipment and ride and negotiate bikes skilfully. Most are beginning to develop their skill in using small equipment such as pencils and hammers as well as	

constructing with small pieces of construction kit. Staff do not often discuss the importance of keeping healthy with the children or help them to learn about their bodies.
--

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
------------	------------------------

Children's progress in creative development has significant weaknesses Children regularly explore colours and most can identify colours. They explore sand, water, dough and sometimes clay and unusual materials, for example popcorn and cook regularly. However older and more able children are not always offered sufficient challenge. Children are not regularly using their imagination and communicating their feelings in play, music, dance and art.

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

Y

OUTCOME OF THE INSPECTION
The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT
Ensure staff have a secure and thorough knowledge of the early learning goals and the information and skills required to extend learning, particularly for the four year olds. Ensure plans systematically cover all of the early learning goals and include details of how activities can be extended for more able children. Have procedures in place to inform and involve parents in their children 's learning

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.