



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 133061

DfES Number: 581342

INSPECTION DETAILS

Inspection Date	24/02/2004
Inspector Name	Beryl Baggs

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Oldfield Baptist Pre-School
Setting Address	Triangle Bath Avon BA2 3JD

REGISTERED PROVIDER DETAILS

Name	The Committee of Oldfield Baptist Pre School Committee
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ORGANISATION DETAILS

Name	Oldfield Baptist Pre School Committee
Address	Triangle East Oldfield Park Bath BA2 9AE

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

Oldfield Baptist Pre-School has been established for over 35 years. It runs from the church hall on the main road in the shopping and residential area of Oldfield Park, Bath. It is owned and managed by a committee of parents. The group is registered for 24 children aged two to five years and meets every morning in term time from 09:30 to 12:00.

The pre-school uses the main hall, the side rooms and has access to toilets and a kitchen. They use part of the grassed and enclosed paved area for outdoor play.

There are 23 children on roll, of whom seven four-year-olds and nine three-years-olds receive nursery education grant. There are no children with special educational needs or who use English as an additional language.

There are four play staff all of whom hold, or are working towards, a level three childcare qualification. The pre-school is supported by an early years teacher and the Early Years Development and Childcare Partnership.

How good is the Day Care?

Oldfield Baptist Pre-school provides good quality care for children. The play leader holds a nursery nursing qualification and has experience from a large day nursery. Good plans in place ensure equipment, staff and space is used in an effective way. The hall is bright and welcoming, with screens used to make the play area more cosy. Screens have attractive displays of children's work and information for parents. There is a very good range of games and play equipment for the children. The pre-school has plans to develop storage on trolleys so children can choose construction and jigsaws.

The premises are checked for hazards on a daily basis. Children only go home with authorised people. The pre-school promotes hand washing before eating and cooking. Sick children are cared for away from the other children until they can be collected by a parent. Children enjoy a healthy and nutritious drink and snack mid

session with fruit, savoury biscuits and cheese, crumpets or breadsticks. Each child is treated as an individual and supported to reach their potential. Staff share concerns about children's development with parents. Documents are in place to record play plans for children with special educational needs. Procedures are in place to protect children at risk. Children use bowls to wash their hands, rather than running water.

The pre-school provides a very good range of interesting and stimulating activities and games for the children. There are many opportunities for children to create their own art which is then displayed. Staff are involved in children's play to encourage them to behave well. There are limited positive images of other cultures, disability and gender roles.

Parents are well informed about the pre-school, its policies and what children learn from play. They see children's progress records at open evenings and share information on a daily basis.

What has improved since the last inspection?

Ofsted is now aware of changes in the nominated person. Staff induction procedures including health and safety and child protection are followed in the first week of employment. The tables have been adapted to be child height and some new books purchased for the book corner. Observations of children's progress are used to plan children's future development. Issues about activities and resources which promote equality of opportunity have been raised as a recommendation from this inspection.

What is being done well?

- All three unqualified staff are now attending training to achieve a level three childcare qualification, supported well by the play leader.
- There is a bright and attractive range of activities set out for the children each day to develop their skills in language and counting, and in physical and imaginative play.
- The snacks provided are nutritious and varied, including fresh and dried fruit, crackers and cheese, crumpets and toast.
- Parents are well informed about their children's progress both on a daily basis after each session but also at open evenings to look at foundation stage records.

An aspect of outstanding practice:

Sand is provided in two bowls on a large plastic mat with shells, small diggers and lorries. Inevitably the sand spreads over the mat to provide opportunities for children to explore what sand does without the limitations of a traditional sand tray.

What needs to be improved?

- hygiene practices regarding hand washing

- the range of positive images of other cultures, disability and gender roles in the play materials for the children.

Outcome of the inspection

Good

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
7	Ensure good hygiene practices are in place regarding hand washing.
9	Improve the positive images of other cultures, disability and gender roles in the play materials for the children.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals. Children build trusting relationships with staff and children. They enjoy stories and count well. They learn about their local community and use tools and materials with skill and assurance. Limited use is made of the book corner and opportunities for children to use writing in their imaginative play are also limited.

Teaching is generally good. Staff understand what children learn from play. Children are challenged well and the pre-school has high expectations of what children can achieve. Some effective methods are used to help children learn. The structure of the sessions and support of the staff enable children to behave well. Assessment of children's achievements is used to develop future learning activities.

Leadership and management is generally good. Staff discuss children's progress and plan the next activities. Staff are supported to achieve qualifications. The pre-school is proud of the improvements made in children's learning through play, the focus on good behaviour and the smooth transfer into school. There are already plans to increase children free access to play materials and to the toilet. Most activities are evaluated, and improvements made benefit all children in the pre-school sessions. Although some evaluations have shown that younger children find the focus activities difficult, no changes have been made to adapt them.

Partnership with parents is very good. Parents are well informed about the pre-school through an informative prospectus. Displays of photos show what children learn through play. They share information about their child and attend open evenings to look at the records of achievements. They are encouraged to be involved in their children's learning, have ideas from the newsletters about how to extend their child's learning and opportunities to come in and play with the children.

What is being done well?

- Children are confident and eager to learn.
- Children count well, and have opportunities to compare numbers and guess which is more or less.
- They taste fruit, cook and observe changes in the ingredients and look at the natural world around them through the changing seasons.
- They are learning about how their bodies work and the importance of hygiene and nutritious food to keep us healthy.
- Parents are encouraged to be involved in their children's learning, have ideas from the newsletters about how to extend their child's learning and opportunities to come in and play with the children.

What needs to be improved?

- Opportunities for children to use writing in everyday play situations.
- The use of the book corner and access to books by individual children and small groups.
- The organisation of the second half of the session to ensure that activities are appropriate to the age and stage of development of each child and that the session flows more smoothly.

What has improved since the last inspection?

The pre-school has made many improvements since the last inspection. Staff understanding of the early learning goals is good, and daily plans for the children's activities take account of the stepping stones, providing effective challenges for the more able child. There are opportunities for children to look at books, practise writing, count and use shape and measure in their play. Assessment of children's progress is used in planning and made available for parents at open evenings. Focus group activities remain an issue for the younger children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are eager to learn and join in new activities. They build trusting relationships with play staff and children. They behave well and know what is expected of them. Children successfully self select their snacks, pouring their own drinks and returning plates afterwards. Children make strong links between different aspects of their lives. The play leader plans to extend opportunities to choose toys and go to the toilet independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children use language well to talk to each other, describe things brought in for show and tell and to explain what they are doing in their play. They play games such as I spy to develop links between sounds and letters. They enjoy stories and can recognise their names. They are beginning to write their names on their art work. The book corner has limited use by individual children during free play. Limited role play restricts opportunities for children to use writing in free play.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count well, and have opportunities to compare numbers and guess which is more or less. They play games with dice and count money in role play. Children are developing language to describe and compare shape, size and quantity. They use shape in their play to design and identify shapes in the world around them. They complete jigsaws successfully.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children explore and investigate a wide range of materials and objects. They taste fruit, cook and observe changes in the ingredients and look at the natural world around them through the changing seasons. They design and build with a variety of materials and use the computer with confidence and skill. They are learning about their local area and how life changes over time. Children learn about their own and others' festivals such as Divali and harvest festival.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move well and have opportunities to climb, jump, balance and ride bikes in outdoor play. They use space with assurance avoiding collisions and making room for others to sit down beside them. They are learning about how their bodies work and the importance of hygiene and nutritious food to keep us healthy. They use tools, equipment and materials imaginatively and with assurance.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore colour, texture and form in two and three dimensions. They mix paint to produce different colours and shades. They enjoy music, making and playing instruments, moving to music and exploring beats of music through clapping. They use imagination in role play and creating their own art work.	

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

- develop opportunities for children to use writing in everyday play situations
- review the use of the book corner and access to books by individual children and small groups
- review the organisation of the second half of the session to ensure that activities are appropriate to the age and stage of development of each child and that the session flows more smoothly.

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.