



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 130520

DfES Number: 520860

INSPECTION DETAILS

Inspection Date	04/02/2004
Inspector Name	Siobhan O'Callaghan

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Little Angels at the Borehamwood Baptist Church Pre-School
Setting Address	12 Furzehill Road Borehamwood Hertfordshire WD6 2DF

REGISTERED PROVIDER DETAILS

Name	The Committee of Little Angels
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ORGANISATION DETAILS

Name	Little Angels
Address	12 Furzehill Road Borehamwood Hertfordshire WD6 2DF

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

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 is accommodated 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 and surrounding areas.

There are currently 45 children from 2 to 5 years on roll. This includes 18 funded 3 year olds and 6 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 five days a week during school term times. Sessions are from 09:30 until 12:00, with the option of a lunch club daily until 13:15.

There are ten part time staff working with the children. The majority of staff have early years qualifications to NVQ level 2 or 3. Five members of staff are currently working towards further early years qualifications. The setting receives support from a teacher who is funded through the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Little Angels at the Borehamwood Baptist Church Pre-School provides satisfactory care for children. They benefit from a committed team of staff, the majority of whom have been in post for a number of years. There is good organisation of staff, resources and the environment. Children have access to a wide range of appropriate resources and equipment. The pre-school maintains the majority of necessary documentation to ensure their provision runs effectively, however some documentation requires implementation.

Children's personal safety is given high priority and staff are vigilant at all times, monitoring the environment through regular risk assessments. Children's personal

hygiene arrangements need reviewing to provide suitable hand washing and drying facilities. Staff provide children with nutritious snacks and they are aware of individual needs, including allergies. A key worker system ensures all children have an adult responsible for their care and progress within the provision. Procedures are in place to support children with special educational needs.

The staff plan an interesting range of activities and topics, which enables children to make progress within all areas of their development. Staff are maintaining informative progress records on all children. Children are happy and settled within their environment and they have developed secure relationships with staff. Their behaviour is generally good in response to staff's positive role-models to share and take turns. Staff are interested in what the children say and do. They sit at their level and engage within their conversations.

Partnership with parents and carers is valued and the provision welcomes parents into the pre-school. A parent's rota is displayed. Parents are very happy with the care their children receive and they find staff approachable and helpful. Regular newsletters keep parents abreast of what is happening within the provision and how they can support their children at home.

What has improved since the last inspection?

There were no actions or recommendations made on the last inspection.

What is being done well?

- The pre-school is currently embarking on the Herts Quality Standards accreditation scheme, and half the staff are pursuing on-going training. Thus this provision has a strong commitment to the on-going improvement of its services offered to both children and their parents.
- Staff maintain records of children's involvement within activities, to ensure all children have full and equal access to the activities and resources on offer.
- Children engage in many worthwhile activities such as cooking, painting and role-play. Staff are fully involved with the children and encourage their self-chosen activities, as well as supporting them within more focussed group sessions.
- Children confidently access their environment. Resources are easily accessible encouraging children's independence. Written table plans ensure a balanced choice is always available to the children.
- There is good provision for children who have special needs or who speak English as an additional language. A trained, designated member of staff is on hand to offer support to children and their parents. There is positive liaison with outside professionals.

What needs to be improved?

- documentation, to ensure procedures are in place in the event that a child is lost or uncollected from the nursery; and procedures to be followed in the event of an allegation being made against a member of staff or volunteer.
- the arrangements for suitable hand washing and hand drying facilities.

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 must take the following actions by the date shown

Std	Action	Date
2	Ensure procedures are in place in the event that a child is lost or uncollected from the nursery.	27/02/2004

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

Std	Recommendation
7	Ensure suitable hand washing and hand drying facilities are available at all times.
13	Ensure there are procedures to be followed in the event of an allegation being 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?

The provision for nursery education at Little Angels at the Borehamwood Baptist Church Pre-School is of good quality overall. Children are making very good progress towards the early learning goals within knowledge and understanding of the world, their physical and creative development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a sound knowledge of the early learning goals. They plan an interesting curriculum, which promotes children's development within all areas. However, plans do not always cover all areas of learning on a weekly basis, and do not show how they are to challenge children who are more or less able. Staff offer valuable support to the children. They praise and encourage them to achieve tasks. Staff are well-deployed and make effective use of their time and the provision of resources. They reinforce positive role-models which children respect. Staff are maintaining worthwhile assessments for all children. These highlight how children are making progress, however it is difficult to ascertain if they are utilised to inform future planning.

The leadership and management of the pre-school is generally good. The staff work well as a team and are all fully involved with curriculum planning and maintaining assessments for children's progress. They meet regularly to discuss all aspects of the provision. The manager has acknowledged assessments require further development. Half of the staff team are attending on-going training, including the manager, demonstrating a strong commitment to the improvement of care and education offered.

The partnership with parents and carers is very good. The manager values parent's contributions and suggestions and questionnaires are sent out regularly to gain their opinions of how they feel about the provision and how it could be improved. Comprehensive information is available about the care and educational programme offered.

What is being done well?

- Children's knowledge and understanding of the world is encompassed within all areas of the curriculum. They are learning about the seasons and the impact this has on wildlife such as birds.
- Children's physical development is very good. They are provided with a wide range of equipment and resources to promote this area well.
- Children's creative development is promoted effectively through the provision of a variety of activities and resources. Children are very confident to explore creative materials and use these imaginatively.

- Staff plan a good balance of structured and free-play sessions for the children. They fully participate within children's self-chosen activities and encourage their imaginations within their role-play.
- Partnership with parents and carers is a strong feature within this provision. Parents have expressed their satisfaction with their children's progress, and value the key worker system in place. Parents are encouraged to support their children's learning at home through topics and shared reading. They are encouraged to take home books to read and enjoy with their children.

What needs to be improved?

- planning of the curriculum, to ensure all areas of learning are covered on a weekly basis, highlighting learning intentions for those children who learn more quickly and for those who are less able and utilising children's assessment records to inform future planning.
- opportunities for children to further develop their independence skills through their participation in practical routines of the day, such as snack time.
- opportunities for all children to have an increasing awareness of letters and the sounds they make through unstructured play as well as more focussed teaching.
- opportunities for children to explore mathematical concepts such as calculation and simple problem solving through practical experiences as well as planned activities.

What has improved since the last inspection?

The pre-school has made generally good progress in addressing a point for consideration made at the previous inspection. They were asked to increase planned provision for unstructured play in the programmes for literacy and mathematics using letters and numerals, to further encourage children to use familiar letters and words in their writing to communicate. Children now have opportunities to write independently within the role-play areas, and they do so enthusiastically. Children are keen to help staff find appropriate words for the weather chart, reinforcing their early reading skills. However there are limited opportunities for all children to explore letters and their sounds within unstructured activities. Children have lots of opportunities to count within practical activities and they observe numbers when looking at the daily calendar. However there is still insufficient opportunities for children to explore mathematical problem solving within practical activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are excited and confident to access their environment. They show good levels of concentration when making a 3D crown, persevering with their cutting skills. Children approach adults when they need to use the bathroom or wipe their nose. They are happy and settled, are forming good relationships with staff and their peers. Children are learning to share and take turns while playing co-operatively with the garage. Children's independence skills could be extended in their daily routines.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are developing their skills to negotiate and speak within a group. They are enthusiastic to participate within show and tell and to discuss the weather outside. The letter of the week introduces children to sounds of letters, however this is limited to the older children's structured work groups. Children enjoy books and handle these with care. Older children are learning to write their names, and younger children have ample opportunities to practice their emergent writing skills.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children confidently count how many cotton reels they have threaded. They find the date and year for the calendar with adult support. Children can use their fingers to find 5 and are supported to find another 5 to make 10. Children efficiently sort small and large floor mats into appropriate piles. They can effectively complete puzzles and label shapes such as triangles and circles. However there are missed opportunities to extend problem solving within practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children can recall days of the week, and participate within discussions around the current date, month, and year. They can observe the weather and offer their own ideas as to whether it will rain or become sunny. Children effectively use construction materials to build and create models. Resources are available to promote their skills within ICT. Planned topics encompass the wider world in which we live, and give children good opportunities to develop concepts of past and present events.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children competently ride bicycles and learn to move around their environment safely. They can climb up the steps of the slide and use this equipment with growing control. Children's awareness of their bodies and staying healthy is covered well within topics. Children effectively sing "Heads, shoulders, knees and toes". They can thread cotton reels and use cooking utensils appropriately when cooking. They are able to manipulate play dough, creating models of birds eggs and nests.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are keen to explore the colour, texture, shape and form of the play dough, paint and sand. One child delighted in painting her hands and created her own prints. Children know their colours and are excited to discuss their favourites using these within their paintings and drawings. Children fully participate in singing sessions, using their bodies imaginatively when portraying action rhymes. They enjoy role-play and dressing up in hats and shoes to enact imaginative scenarios.

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 the curriculum planning to ensure all areas of learning are covered on a weekly basis. Ensure plans highlight learning intensions for those children who learn more quickly and for those who are less able and utilise children's assessment records to inform future planning.
- increase children's opportunities to develop their independence through every day practical experiences, such as the provision and organisation of snack time.
- extend opportunities for all children to have an increasing awareness of letters and the sounds they make, through unstructured play as well as more focussed teaching.
- improve opportunities for children to explore mathematical concepts such as calculation and simple problem solving through practical experiences as well as planned activities.

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.