



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 402109

DfES Number: 517193

INSPECTION DETAILS

Inspection Date	05/03/2004
Inspector Name	Siobhan O'Callaghan

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Buckhurst Hill Baptist Church Preschool
Setting Address	28 Palmerston Road Buckhurst Hill Essex IG9 5LW

REGISTERED PROVIDER DETAILS

Name	The Committee of Buckhurst Hill Baptist Church
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ORGANISATION DETAILS

Name	Buckhurst Hill Baptist Church
Address	28 Palmerston Road Buckhurst Hill Essex IG9 5LW

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

Buckhurst Hill Baptist Church Pre-School opened in 1983. The provision receives full support from the Church management committee. They operate from two play rooms within the community area of the Buckhurst Hill Baptist Church. A large sports hall is also available for musical and physical play activities several times a week. Children have direct access to a secure outside play area. The pre-school serves the local and surrounding areas.

There are currently 68 children from 2 to 5 years on roll, however children do not attend until they are 2 years 6 months. This includes 30 funded 3 year olds and 15 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a 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 9:00 until 11:30, and 12:30 until 15:00.

There are nine part time staff working with the children. All staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Buckhurst Hill Baptist Church Pre-School provides good care for the children.

They benefit from a qualified team of staff, all of whom are well deployed. The provision is effectively organised, good use is made of the space and resources available. Children can independently access their environment, and they do so competently. The pre-school maintains comprehensive documentation to ensure their provision runs smoothly, however some details require implementation.

Children's safety is given due priority, staff are vigilant with the children due to the

multi-use of the accommodation. Staff ensure children's good health is promoted through nutritional snacks and discussions on how to keep our bodies fit. However staff need to review the current arrangements for children to wash their hands. A key worker system enables staff to support all children, including those who may have special needs. Effective assessments ensure children's progress is monitored.

Children are excited to access the broad range of activities and resources on offer. There are ample opportunities for children to pursue self chosen activities, as well as more focussed adult led sessions. Staff sit at the children's level, they encourage them to achieve tasks and support them to learn new skills. Children are making very good progress within all areas of their learning. Their behaviour is good, they are learning to share and take turns. Children are very helpful at tidy up time, they sweep the sand and put resources away. Good procedures are in place to support children with special needs.

The pre-school has a positive approach to working in partnership with parents and carers. They encourage parents to be involved in their child's early years experiences, through helping out on visits, and staying within the pre-school to settle their child or to assist. Coffee mornings and evening meetings allow parents time to discuss their child's progress in a more informal environment.

What has improved since the last inspection?

At the last inspection the pre-school had just one action to address. They were to inform Ofsted of the appointment of a suitably qualified Deputy Supervisor, this was addressed the following week after inspection.

What is being done well?

- Children are happy and settled within their environment, they have developed secure relationships with staff, and many peer friendships are forming. Children are confident to use all activities and do so enthusiastically.
- Staff have created a child-friendly environment, all resources are easily accessible and provide children with sufficient challenge. Attractive wall displays and photographs of the children in action, provide a welcoming environment for both children and parents.
- Staff make effective use of their local environment and outside professionals, to extend children's knowledge and experiences of their local community and the wider world. Children enjoy visiting the local post office to weigh parcels and send letters. A postman visited the pre-school to talk to the children about his job. Many visitors have shared their roles and responsibilities with the children including police officers and firemen.
- The pre-school has a positive approach to the integration of children with special needs. A trained designated member of staff is on hand to offer support and care for both the children and their parents. Effective partnership with outside professionals ensures children's individual needs are assessed and supported within the provision.

- The pre-school has developed close links with parents and carers, they share information regularly. Parents have expressed their satisfaction with the care and education their children receive, through parents' questionnaires and discussion.

What needs to be improved?

- documentation, to ensure the times of children's and staff's arrivals and departures are recorded
- the arrangements for suitable hand washing and hand drying facilities.

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
2	Ensure the times of children's and staff's arrivals and departures are recorded.
7	Ensure suitable hand washing and hand drying facilities are available at all times.

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 Buckhurst Hill Baptist Church Pre-School is of high quality. Children are making very good progress towards the early learning goals in all six areas of their development.

The quality of teaching is very good. Staff have a secure knowledge and understanding of the early learning goals. They plan an exciting range of activities which interests children and motivates them to learn. Curriculum planning gives due emphasis to all areas of learning, plans highlight learning intensions for the older and more able children. Staff question and challenge children effectively, supporting them in their self-chosen activities as well as in more focussed adult led sessions. Staff organise the environment effectively, providing a stimulating range of resources and activities for all children to explore. They promote positive role models which children respect. Children are generally co-operative and polite.

Staff are maintaining informative assessments on all children. These are evaluated at team meetings, and utilised to inform decisions for future planning. Children's key workers have a sound knowledge of where their children require progression.

The leadership and management of the pre-school is very good. The manager ensures staff meet weekly to discuss the provision for nursery education. All staff are involved in curriculum planning, and take responsibility for maintaining their key children's assessment records. The staff team are committed to the improvement of the care and education offered, they pursue on going training. They evaluate their practice through the written curriculum plans and the assessments they keep.

The partnership with parents and carers is very good. Parents receive valuable information about the setting and the educational programme offered. The parent's notice board displays curriculum plans, and details how parents can contribute to their child's learning through the letter and colour of the week.

What is being done well?

- Children are developing excellent personal and social skills. They delight in helping staff to tidy resources and to complete specific tasks. Three children worked co-operatively to paint a life-sized post box, they shared the paint and talked about how they were going to reach the top, as it was very tall.
- Children's communication, language and literacy development is fostered throughout the provision. Children are encouraged to make marks and write within all areas including the role-play post office. Children access the book area independently, showing care in their handling of books.
- Staff plan an interesting range of practical activities to support children's mathematical concepts. Children have opportunities to measure themselves

and compare their heights. They made a set of teeth using clay, and then observed the different shapes and sizes available. Regular cooking activities also enhance children's experiences to explore counting, weight and measure.

- Staff are calm and enabling with the children, they sit at their level and show interest in what the children have to say. They offer sensitive support and encouragement, which helps all children to explore new activities, and gain confidence in familiar tasks such as pouring their own drinks at snack time.
- Staff present the children with a wide range of well planned, interesting and challenging activities. They allow children to work at their own pace and pursue activities of their choice. They plan focussed activities for the older and more able children, and encourage them to participate during part of the session.

What needs to be improved?

- the involvement of parents, with regard to their contribution towards their children's assessment records.

What has improved since the last inspection?

Generally good progress has been made in implementing the action plan drawn up to address a key issue for action, identified at the previous inspection. The pre-school was requested to devise a more manageable record system of children's attainment and progress that includes an assessment of children when they first join the pre-school. All records needed to be dated such as samples of children's work, to show rate of progress. More parents needed to be encouraged to contribute in writing to their child's assessment. The pre-school staff explored a number of different assessment systems, with the support of the Pre-school Learning Alliance. They finally decided on a high scope assessment system, which they have found to be more manageable and workable for them. They are now recording daily observations on key focussed children, over time each child's records are updated. Assessments include copies of children's dated work, and some photographs of them displaying a particular skill or development for them. Staff have instigated coffee mornings for parents to talk through the assessment process, and paperwork has been established for new parents to share information about their child. Assessments are informative, they show how children are making progress and comment on areas to be developed. However, there is still the need to encourage parents to contribute to their children's assessments.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children arrive happily in the morning, they settle quickly and confidently access their environment. They show good levels of concentration when cutting out members of their family with the play dough, and peeling their own clementine for snack. Children play co-operatively within their role-play scenarios, and share resources. Children's behaviour is good, they are very helpful and keep their environment tidy. Staff promote children's independence throughout the provision.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident to speak out within a small group. Older children can share a story or sing solo to the group as a whole. Children listen attentively during a story session and enjoy predicting what might happen next. They enjoy talking about their families and share personal experiences. A focus letter of the week supports children's knowledge of letters and the sounds they make. Older children are writing their names independently, which is evident within displays of their work.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count how many letters they have to post. They weigh these at the post office to see how much they will cost to send. They utilise sand timers to measure how long they have spent with resources, ensuring other children get a turn. Children enjoy singing number songs and do so effectively. They can sort bears in relation to their size and colour, and create patterns with adult support. Children can complete puzzles and manipulate construction resources to create desired effects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have opportunities to explore natural materials, they build a snowman and observe what happens when it starts to melt. They observe what happens to popcorn when it is cooked. Children can build purposefully with a wide range of materials and resources. They utilise card, hole punches and pins to create moving robots. Children share information about their families, they bring in photos to hang on the family tree. Effective topic work ensures children can explore a range of cultures.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children are confident to move around their environment. They can jump and move imaginatively like rabbits, during singing. They can stretch their bodies when instructed. Children ride bicycles with good control, some children are able to follow road signs. Their understanding of health and bodily awareness is supported within practical activities. Children can use scissors to cut, and play dough resources to create shapes. They can help staff stack chairs and help to lift large equipment.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children can explore the texture, shape and form of play dough, paint, sand and water. They can label colours correctly and have opportunities to explore colour mixing. Children enjoy guessing which hidden musical instruments are being played, and know the correct names for a triangle, drum and glockenspiel. They sing many familiar songs and action rhymes with enthusiasm. Children play purposefully within the role-play post office, creating many imaginative scenarios with their friends.	

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- maintain the high standards of the education programme by ensuring that parents are encouraged to contribute to their children's assessment records, and thus have an impact on their children's future learning opportunities.

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.