



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 125031

DfES Number: 515846

INSPECTION DETAILS

Inspection Date 29/03/2004
Inspector Name Pamela Patricia Paisley

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Selsdon Baptist Church Pre-School
Setting Address Addington Road
South Croydon
Surrey
CR2 8LL

REGISTERED PROVIDER DETAILS

Name The Committee of Selsdon Baptist Church Pre-School 1027886

ORGANISATION DETAILS

Name Selsdon Baptist Church Pre-School
Address 23 Abbey Road
South Croydon
Surrey
CR2 8NJ

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

Selsdon Baptist Church Pre-school opened in 1999. It operates from a hall within Church premises and is situated in a residential area of South Croydon. The Pre-school serves the local area.

There are currently 62 children from two to five years on roll. This includes three funded 3 year olds and four funded 4 year olds. Children attend for a variety of sessions. The group opens five days a week during school term times. Sessions are from 9.30am-1.30pm

Five part-time and two full-time staff work with the children. Three of the staff have early years qualifications to NVQ 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Selsdon Baptist Church Pre-School provides good care for children.

The Pre-School organise their space and resources so that the children are well cared for. They provide a wide range of toys, play materials and equipment, which the children can access easily and they are appropriate for the ages and individual developmental needs of the children. There are policies and procedures in place that promote the welfare and care of the children.

The Pre-School take positive steps to promote safety and there effective systems in place to ensure children's safety. There are clear procedures in place for medication administered to children and the recording of accidents. Staff promote good health and hygiene practices within the children's daily routine.

The children's individual needs are taken into account and they have access to appropriate toys and play materials, however there are limited resources available to the children on a daily basis, which reflect positive images.

The Pre-School provide play and learning opportunities through a good balance of planned and free play activities, which support the children's individual needs. There are procedures in place for behaviour management which are implemented by staff and discussed and shared with parents.

Staff work in partnership with parents to meet the needs of the children and there are procedures in place which keep them informed of their child's progress. However the Pre-School's prospectus does not give clear information regarding the curriculum provided.

What has improved since the last inspection?

At the last inspection the Pre-School agreed to ensure Ofsted are informed of significant changes and that staff are vetted. device a policy for lost and uncollected children and a policy for outings. Conduct regular risk assessments on the premises and ensure a record is kept on the premises of all visitors. Ensure appropriate medication records are kept and fire drills are recorded. Devise and implement a system to record any incident of physical restraint or any significant issues. Obtain a copy of the Code of practice and ensure there are arrangements for children's records to be shared with parents and there is a complaints procedure in place. Ensure all staff develop their knowledge with regards to child protection issues and ACPC procedures.

The Pre-School now have all policies and procedures relating to the 14 standards in place. The manager has completed child protection training and all staff are aware of the ACPC procedures through in house training. All staff have been vetted and OFSTED kept informed of any significant changes. The Pre-School now have opening mornings for parents to keep them informed of their children's progress.

What is being done well?

- The Pre-School organise their space and resources well so that children are well cared for. The children are grouped appropriately and are secure and confident with the staff.
- Staff provide play and learning opportunities through a good range of activities, which allow the children to make choices and develop their knowledge, skills and understanding.
- The Pre-School provide a wide range of play materials, toys and equipment, which the children can access easily they are appropriate for their ages and individual needs and used to provide stimulating activities and experiences for the children.

What needs to be improved?

- children's access to appropriate resources
- procedures for information given to parents.

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
9	Ensure there is adequate resources available to the children on a daily basis, which reflect positive images
12	Ensure clear information regarding the curriculum provided is shared with parents

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

How effective is the nursery education?

Selsdon Baptist Church Pre-school offers high quality education where children are making very good progress towards the Early Learning Goals.

Teaching is very good due to the sound teaching methods used by staff. Staff know children very well and have good relationships with them. Staff were observed engaging children to extend individual learning and managed their behaviour very well. They plan a broad range of activities and make learning fun for the children. They are able to plan the "what next stage" of children's development to support individual learning needs. Staff demonstrated good knowledge of the Early Learning Goals and have attended a range of courses.

Staff plan the educational programme together. Observations and children's assessment records are used to aid planning. Although children with special educational needs are not attending, policies ensure that children and their families are fully integrated into the provision.

Leadership and Management is very good. Staff work very well together. They communicate well and are very supportive of each other. Staff know what is expected of them and are very committed to working as part of a team and to the care and educational needs of the children. Staff stated they have the opportunity to attend a range of courses and feel very supportive by the managers. The managers are very hands on and know the staff team well.

The partnership with parents is very good. Parents stated that they were very happy with the standard of care and education provided by the pre-school. Parents felt they could approach staff with any concerns and particularly welcomed the flexibility around the settling in process. They found information on topics covered very helpful in supporting children's learning at home. They stated that they receive information in the form of a newsletter and attend meetings on their children's progress. They welcomed information given on the Foundation Stage.

What is being done well?

- Children are confident and have very good relationships with staff and each other.
- Staff have sound knowledge and understanding of managing children's behaviour.
- Children's personal independence is fostered well.
- Children talk and communicate confidently with staff and each other.
- Staff plan a well balanced curriculum and make learning fun. Staff are able to fully engage children to extend learning and question them effectively.

- Children with special educational needs and English as an additional language are fully integrated into the provision.
- Staff have good knowledge of the Early Learning Goals.
- The manager and staff are a very committed staff team and are always looking at ways of improving the pre-school provision.
- Parents interviewed and parental questionnaires state that parents are very happy with the standard of care and education provided.
- Parents felt fully included in the provision and enjoy receiving information provided by the pre-school.

What needs to be improved?

- the selection of resources to allow children to select them independently
- the opportunities for children to use books to locate information

What has improved since the last inspection?

Progress made since the last inspection is very good.

Key issue 1 Develop the programme for Knowledge and Understanding of the World. Staff have planned a wide range of activities and obtained resources to promote this area of learning.

Key Issue 2 To make more effective use of the outdoor area. Again staff provide a wide range of activities and resources for the outside area.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in personal, social and emotional development. Children appeared confident in expressing their needs and relate well with each other and adults. Behaviour is very good and children show care and concern for their self and others. Children's personal independence is very good. Children were very independent at snack time. A point for consideration would be to provide a greater selection of resources to allow children to select them independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Very good progress is made in communication, language and literacy. Many children are confident and fluent speakers. They responded with enjoyment and listened attentively to stories. They enjoyed looking at books individually and know how to handle them. However more opportunities are needed to allow children to use books to locate information. Good use is made of the written word to enable children to understand that text carries meaning. Many are able to write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's progress in mathematical development is very good. This is supported by practical experiences where children work through problems to consolidate their knowledge. Children demonstrated a good understanding of positional language particularly in the role play area. Many children count confidently and many recognise numbers up to ten and beyond. Many enjoyed the use of the number line. They learn about shape and size through practical activities and spontaneous play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. Children's design and making skills are developed through practical activities. Staff provide a range of resources and activities for children to investigate with their senses. Children participated well in all activities. The participation of celebrations enable children to learn about different cultures and festivals. Children were observed talking about past events such as the bear theme.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in physical development. Large motor activities are promoted through the use of wheeled toys and games in the hall area. Opportunities are made available for children to use a range of small tools to develop fine motor skills. A range of malleable materials, such as, play dough are provided every day. Children also have opportunities to recognise the importance of staying healthy through planned activities.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are making very good progress in creative development. Children are given the opportunity to express themselves through a variety of activities such as role play to develop their imaginations and social skills. A wide selection of craft activities and free art is provided where children can explore texture and colour. Many know primary colours. Opportunities are provided to enable children to recognise songs / rhymes and use musical instruments at the end of each session.

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:

- Points for Consideration.
- Provide a greater selection of resources to enable children to select them independently.
- Provide more opportunities for children to use books to locate information.

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.