



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 301948

DfES Number: 518044

INSPECTION DETAILS

Inspection Date	08/06/2004
Inspector Name	Wendy Taylor

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	First Steps Christian Pre School Playgroup
Setting Address	156-158 Bradford Road Idle Bradford West Yorkshire BD10 8SA

REGISTERED PROVIDER DETAILS

Name	The Committee of First Steps Christian Pre School Playgroup
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ORGANISATION DETAILS

Name	First Steps Christian Pre School Playgroup
Address	156-158 Bradford Road Idle Bradford West Yorkshire BD10 8SA

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

First Steps Christian Pre School Playgroup was registered in 1990 and is run by a voluntary committee. The playgroup serves the local community and surrounding areas. The group operates from a converted semi detached house which adjoins the church. There is one playroom, an office, kitchen, and staff and children's toilets. The group also have occasional use of an upstairs room for indoor physical play. The setting provides sessional care and is open from Monday to Friday during term time, from 09:00 until 11:30 and 12:45 until 15:15. They are currently caring for 48 children of which twenty three 3-year olds and eighteen 4-year olds are in receipt of nursery funding. There are procedures in place to support children with special needs and who speak English as an additional language.

Four full time and one part time staff work with the children. Over half the staff hold a relevant childcare qualification. One member of staff is currently working towards a recognised qualification and another is to commence in December 2004.

The group provides Christian teaching by incorporating Bible stories into the curriculum.

The setting receives support from the Local Authority.

How good is the Day Care?

First Steps Christian Pre School Playgroup provides good care for children. The environment is clean bright and welcoming, and areas of play are clearly set out and invitingly presented.

Parents and children are welcomed individually into the group at each session and children are eager to take part. Safety and hygiene are both given high priority. There are regular risk assessments and hygiene routines and practices set a good example to children.

Good planning ensures that the children enjoy a broad range of activities covering all

areas of learning and enables them to make good progress. Toys, equipment and materials are of good quality and are used to support the learning. Staff interaction is very good and they work directly with the children to support and extend the learning. They are effectively deployed, working to a weekly rota and so are clear about their roles and responsibilities. There is a key worker system in place, although not all parents are clear about the system. Staff establish close and caring relationships with the children, they are valued and respected as individuals and their needs are well met. Consequently behaviour is good and staff give this

high priority. Positive reinforcement strategies are used such as enabling children to become familiar with bible stories that have a suitable moral. The setting has very good systems in place to support children and families with special needs. There are also systems in place to support children who speak English as an additional language. Children have good access to a drink at any time and healthy eating is encouraged.

Parents speak highly of the setting, in particular the approachability of the staff. There are three open evenings held each year and parents are invited each term to view their child's records of progress. There are well organised systems to ensure that all the required records and documentation are in place with one minor adjustment recommended.

What has improved since the last inspection?

not applicable

What is being done well?

- Organisation of space is good and children have free access to the activities and resources. Children's independence is encouraged and they are able to make their own choices about their learning, for example they are able to choose when to have a drink, as a jug and cups are provided for their use at any time.
- Good planning ensures that the children enjoy a broad range of activities which keeps them well stimulated and enables them to remain involved and interested in what they do and supports them in making good progress. Good resources are provided which support and extend the learning and are presented so that they are inviting to children.
- Staff interaction is very good. They establish close and caring relationships with the children which enables them to feel secure and settled. Each child is valued and respected as an individual and their needs are well met. Children with special needs are well supported in making progress.
- Safety and hygiene are both given high priority. Safety procedures and risk assessments are robust and ongoing. Procedures for the safe arrival and departure of children are well managed. Staff promote children's personal hygiene well through good routines, for example regular hand washing.
- Staff manage children's behaviour well. They enable children to understand

about making good or bad choices, supported by appropriate bible stories and so children become aware of the difference between right and wrong.

- Partnership with parents is good. Parents and children are greeted individually at each session. There is a special meeting for new parents and open evenings during the year. Although storage prevents direct access to children's records of achievement there are good systems in place to ensure parents are well informed of their child's progress
- as they are invited to view the records each term.

What needs to be improved?

- the policy for lost children so that it includes the procedures to be followed in the event of a child becoming lost during an outing
- the information to parents regarding their child's key worker and the key worker system.

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
6	Extend the lost children policy to include the procedure to be followed in the event of a child becoming lost during an outing.
12	Ensure that parents are fully aware of who their child's key worker is and how the system works.

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

How effective is the nursery education?

First Steps Christian Pre School is a very good playgroup where children enjoy learning through a range of well planned activities. Effective teaching ensures that children make very good progress in all of the six early learning goals. Most staff have a sound knowledge and understanding of the foundation stage and planning is good. Staff observe and record the children's progress but are not fully utilising the information gained from the assessments to plan the next stages in children's learning. Staff confidently engage children in conversation to support and extend the learning. Bible teaching is used effectively and has a positive impact on the children's learning. Toys and equipment are of good quality and areas of play are well organised and presented. There are good systems in place to support children with special needs and any child who speaks English as an additional language is helped to make progress.

Leadership and management is good and all staff are clear about their roles and responsibilities. Senior staff are able to identify the strengths and weaknesses of the setting and implement appropriate changes. The nursery education is monitored through the progress the children are making and through staff evaluating whether the intended learning has been achieved. There is a shared commitment to improvement and the ongoing training programme for staff is very good.

Parents speak very positively about the setting. They are provided with good quality information including the foundation stage curriculum. They do not have direct access to their child's records however they are invited to parents evenings to view them and discuss their child's progress with the key worker. They can request to see their child's records or speak to their child's key worker at any other time.

What is being done well?

- Children's personal, social and emotional development is very good. Staff help children to become confident, use their own initiative and become independent learners. This ensures children are well motivated to learn and as a result their behaviour is good.
- A range of well planned activities are provided which are stimulating and challenging to children. This sustains their interest and encourages them to persevere and completes tasks. The grouping of children is also effective and they learn well both during small key worker group times as well as a whole group together.
- Bible teaching is used effectively and appropriately and is integral to many of the activities. This has a positive impact on the children's learning with particular emphasis on children being able to make good or bad choices. As a result the children develop a strong sense of community and their spiritual and moral development is well supported.

- Most staff have a secure understanding of the foundation stage curriculum and each have a weekly area of responsibility. This ensures continuity and enables staff to evaluate the learning objectives effectively using a daily record sheet.
- Children's role play is well supported through a very good range of interesting topics and themes whilst staff provide stimulating props and resources to support and extend the children's imagination such as converting the playboat into a space ship for the current topic of outer space.
- Partnership with parents is very good and they speak very positively about the setting and in particular the friendliness of the staff. Parents provide initial information about their child and are asked to contribute to their child's learning, for example by bringing in items relating to a topic or theme.

What needs to be improved?

- the assessment procedures so that the information gained is used more effectively to plan the next stages in children's learning.

What has improved since the last inspection?

The setting has made very good progress since the last inspection

Staff encourage children to develop more responsibility for their environment and the resources in it by having tidy up time at the end of the session. Children respond readily especially as there is a reward for the child who tidies up the best. Key worker group times continue to support the learning and children count the group in order to calculate how cartons of milk are required and also how many straws are needed. This challenges children's thinking as well as using practical everyday activities to develop their problem solving skills.

Good planning ensures that all learning areas are covered including making regular provision for children to explore features of made, living and natural objects. Children plant and grow seeds such as cress and peas and hens and a guinea pig have been brought in for the children to observe, broadening their knowledge of living things. They collect twigs and leaves from the local environment and look at mini beasts through a magnifying glass to observe and discuss the details more closely. Children also investigate the technology box to find out what makes made items such as cameras and torches work.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children have good personal and social skills. They are well motivated to learn, work well both independently and in group activities, and persevere to complete tasks. They confidently express their needs and ideas, concentrate and sit quietly at group times and relate well to each other and the adults caring for them. Behaviour is very good and children learn to share, take turns, and show consideration for their environment and for each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children's language is developing very well, they confidently express themselves during group times and in one to one situations. They enjoy listening to stories and looking at books with which they become familiar and understand that books can be used to find information. They learn new vocabulary which they can recall and then use appropriately. Children's writing is developing well and they are able to recognise and sound out letters of the alphabet, particularly those in their own name.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children show an awareness of number and counting which they use in practical everyday activities. Most children can count reliably to 5 and some beyond. They are developing an awareness of basic addition and subtraction as they count and separate objects. They use mathematical language appropriately such as more and less and learn about measure through tallying, height charts and often record their findings. Children can name and recognise most basic shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have good opportunities to explore and investigate such as observing patterns of change when they see how the sun evaporates water, and they find out how and why things work such as torches and cameras. They confidently use the computer and other everyday technology and develop a very good sense of time when they learn what it was like long ago in the bible stories and talk about the days of the week. Children learn about their environment and the natural and wider world.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and safely indoors and outdoors and use large and small equipment with increasing skill and control. They move their bodies in different ways when taking part in 'exercise' sessions and learn skills such as catching and throwing. They are developing an understanding of how their bodies work as they become out of breath after running and know that healthy food makes them grow. Children practice and refine their skills such as filling and pouring and twisting screws.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore shape, colour, form and texture in two and three dimensions when they make models, use glue, paint and draw. Children's role play is developing very well and they practice real and imagined experiences such as going to the moon in a space ship. Children respond enthusiastically to singing and music and can sing simple songs from memory. They respond using their senses in a variety of ways, such as listening to tapes and the different sound patterns of musical instruments.

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, however consideration should be given to the following;
- the assessment procedures so that the information gained is more effectively used to inform the next stages of each child's learning.

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.