



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 106937

DfES Number: 525142

INSPECTION DETAILS

Inspection Date	31/10/2003
Inspector Name	Sue Russell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Counterslip Baptist Church Pre School
Setting Address	648 Wells Road Whitchurch Bristol Avon BS14 9HT

REGISTERED PROVIDER DETAILS

Name	The Committee of Counterslip Baptist Church Pre-School Committee
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ORGANISATION DETAILS

Name	Counterslip Baptist Church Pre-School Committee
Address	648 Wells Road Hengrove Bristol BS14 9HT

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

Counterslip Preschool is situated in the Hengrove area of Bristol and serves the local community. It is a Christian based organisation (open to all faiths) and is located in Counterslip Baptist Church, Wells Road, Hengrove. Children are able to use the large hall, coffee bar, small meeting room and male and female toilet facilities. Outside play occasionally takes place in a temporary fenced area to the side of the hall. The group are registered for 24 children of whom 15 are in receipt of funding. There are four members of staff assisted by two permanent volunteer helpers. All staff are appropriately qualified. The group have had experience of working with children with identified special needs but not with children for whom English is an additional language.

How good is the Day Care?

Counterslip preschool provides good care for children. Staff have a good understanding of the National Standards and of children's developmental needs. A range of interesting and varied activities are planned which builds on children's curiosity and enhances their learning.

The hall used is very large and staff organise space well, using furniture and screens to provide different play areas. Staff support activities well whilst recognising the importance of children's decision making. Children were interested in, and explored and experimented freely with, the activities on offer with great enjoyment.

The church management group support the preschool well and have, together with the leaders, worked hard to update and review policies and procedures; the operational plan needs further development.

Staff work closely with parents and carers and have established good supportive relationships. Parents are provided with a range of information about the group, have a noticeboard and receive regular newsletters. Parents stated that the group provided a welcoming environment with plenty of activities and that their children were very happy to attend.

What has improved since the last inspection?

At the transitional inspection the following actions were made:

Ensure promotion of equal opportunities with regard to employment and training - a new policy has been produced and accepted by church leadership.

Write a policy for non collection of children - policy and procedures written.

Separate the roles of staff and committee-a new management team was created by the church leadership

Develop and implement a child protection policy-a policy has been developed.

What is being done well?

- Staff and volunteers work well as a team. They use a consistent approach, give clear guidance and praise and are developing positive warm relationships with the children.
- The opportunities provided for children to explore and experiment. During a morning session where the topic was mixing colour, children individually mixed food colouring into yoghurt and observed the changes, washed the colour coating off a well known brand of sweets to see what happened, tried mixing different paints to obtain a range of effects.
- Children are provided with a wide range of activities, toys and equipment that enable children to explore and use different medias, textures, shapes and forms.

What needs to be improved?

- The layout and information contained in the operational plan to include risk assessments

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	continue to develop the operational plan and include risk assessments

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

How effective is the nursery education?

Children are making very good progress towards the early learning goals. Staff have a clear knowledge and understanding of the early learning goals and the foundation stage.

Teaching is very good and sessions are well planned. Children are provided with a wide range of activities which cover all areas of learning. Children participate enthusiastically.

There is very good management and leadership provided by the leaders. This is well supported by the church management group. The leaders are beginning to identify the strengths and the weakness of the group and are planning further work on policies and procedures and improvements for the care and learning for children

Partnership with parents is good; parents are provided with and have access to a range of information about the group and children's progress. Many are actively involved as volunteer helpers. Feedback and questionnaires returned by parents were all very positive about the group and the education their child was receiving.

What is being done well?

- The positive relationship that has developed between children and members of staff and regular volunteer workers. They have clear expectations of the children and a consistent approach to which children respond well. Children's behaviour is good.
- The opportunities for children to explore colour, providing simple science experiments, such as exploring the effects of adding food colouring to children's yogurt at break time, washing the colours off sweets and mixing the water, using video, mixing paints and providing stories based around colour
- Children are beginning to develop an understanding of mathematical concepts, dividing an apple up into half, quarters, developing an awareness of simple addition and subtraction during finger rhymes and when playing with shape and number puzzles.

What needs to be improved?

- Planning in order to identify the extension of activities for more able children.

What has improved since the last inspection?

Not applicable as this is the first inspection since registration

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in personal, social and emotional development. They are developing good concentration skills and sit for a considerable length of time listening to what activities are on offer and making their own suggestions. They are developing independence skills, selecting own toys, helping to tidy toys up, collecting cups and plates at snack time. Children are making good relationships with adults and other children.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in communication, language and literacy. They are beginning to use language for questioning and explaining. Children enjoy listening to stories and pretend to read to one another pointing with their fingers at the words. They are beginning to understand that print has meaning. Children are provided with lots of opportunities to make marks and practise writing. Several can write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in mathematical development. They can reliably count up to 12 in a large group and older children can count up to 20 independently. Children are developing matching skills using every day objects such as socks and shoes. They are beginning to sequence using pictures of the growing cycle of a seed to flower. Children are developing an awareness of mathematical concepts: half, quarter of an apple, smaller, larger than and are encouraged to compare numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in knowledge and understanding of the world. Children investigate the world about them using different senses: observation during a sink or float activity, smell and taste during a cooking activity, and texture when collecting leaves. Children eagerly participate in sessions, show curiosity and predict what they think may happen next. They are becoming aware of their own families and the community they live in and how other peoples' lives differ.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in physical development. They move confidently around the hall pushing prams with skill. They enthusiastically join in music and movement sessions, which provide opportunities to learn different movements. There is no outside play space available which limits large movement play; however each session different physical activities are provided, in which children participate with relish.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in creative development. They are able to identify primary colours and are learning about mixing colours through a variety of simple science experiments and activities. They are provided with a range of activities that enable them to express their feelings and create stories through imaginative play. Children enjoy singing and music and are able in a large group to participate in complex action rhymes and songs.

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:

- ensure that planning identifies the extension of activities for more able children.

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.