



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 139908

DfES Number: 581725

INSPECTION DETAILS

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| Inspection Date | 29/04/2004 |
| Inspector Name | Sue Boylan |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | Cheam Baptist Church Pre-school |
| Setting Address | Cheam Baptist Church Hall, Malden Road Cheam Surrey SM3 8QB |

REGISTERED PROVIDER DETAILS

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| Name | The Committee of Cheam Baptist Church Pre-School |
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ORGANISATION DETAILS

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| Name | Cheam Baptist Church Pre-School |
| Address | 37 Newbolt Avenue Cheam Sutton Surrey SM3 8ED |

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

Cheam Baptist Church Pre-School opened in 1971. The premises are halls adjoining the church in the centre of Cheam village. The Pre-School serves the local community.

There are currently 75 children from two to five years on roll. This includes funded three and four year olds. Children attend for a variety of sessions. The Pre-School supports a number of children with special needs and who speak English as an additional language.

The Pre-School opens five days a week during school term times. Sessions are from 09:15 until 11:45 and 12:45 until 15:00 Monday to Thursday and 09:15 until 11:45 on Fridays.

Eight full and part time staff work with the children. All the staff have early years qualifications including NNEB, NVQ level 3 in child care, Pre School Diploma and Certificate. The Pre-School receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Cheam Baptist Church Pre-School provides good quality care for children.

The staff are experienced and well established as a team. They have a consistent approach to their work with good leadership skills being used. They have regular meetings and opportunities to attend relevant training. There is a comprehensive range of operational policies, procedures and written records in place. Staff have a good knowledge of child protection issues.

The staff plan a range of stimulating activities which engage the children's interest and actively promote equal opportunities. Children are grouped effectively according to their age and ability at appropriate times during the session. Children are highly motivated and encouraged to make independent choices about their play. The

excellent variety of toys and equipment provide experiences for learning, creativity and socialisation. Staff interaction with the children is good with positive strategies being used to manage the children's behaviour.

Overall the staff have a good awareness of health and safety. However consideration should be given to improving the risk assessment procedure. Children are encouraged with personal hygiene and staff have a positive attitude towards any individual medical conditions.

Staff work in partnership with parents. They are friendly and approachable making time to discuss any day to day issues. Detailed information about the setting is provided and children's progress is recorded.

What has improved since the last inspection?

At the last inspection the provider agreed to ensure all staff are vetted. The manager has ensured that all staff working directly with the children have gone through the correct vetting procedure.

What is being done well?

- Staff work well as a team and have a good understanding of their individual roles. This is achieved by having regular meetings, training, clear policies and procedures and effective leadership.
- Staff actively promote equal opportunities. Children are encouraged to learn about each other and other cultures. Festivals are acknowledged and there is a good selection of play materials reflecting positive images of today's society. Staff are also very supportive of children who have English as an additional language.
- Staff create an environment where children behave well. There is a consistent routine with positive behaviour management strategies in place.
- The children have access to a good selection of resources that are used to provide a stimulating and interesting environment. Activities are well planned and ensure children have opportunities to extend their learning and development.
- Staff have developed positive relationships with parents by exchanging written and verbal information on a regular basis about children's progress and achievements. Parents are encouraged to spend time in the pre-school using a rota system.

What needs to be improved?

- risk assessment of premises

| Outcome of the inspection |
|---------------------------|
| Good |

| CONDITIONS OF REGISTRATION |
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| <i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i> |
| <i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i> |

WHAT NEEDS TO BE DONE NEXT?

| The Registered Person should have regard to the following recommendations by the time of the next inspection | |
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| Std | Recommendation |
| 6 | conduct a risk assessment on the premises identifying actions to be taken to minimize identified risks |

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

How effective is the nursery education?

Cheam Baptist Pre-School provides a high quality learning environment where children are making very good progress towards all six areas of the early learning goals.

The quality of teaching is very good. Staff know the children well, have high expectations of their potential and ensure that activities provide all children with sufficient challenge. They plan a wide range of interesting and exciting topics, which are clearly linked to learning objectives and concise assessment records detail targets to help children progress towards the early learning goals. Staff have sound knowledge of the foundation stage curriculum guidance and use skilled inter-actions with children, which motivates and fosters their interest in learning. However, opportunities are sometimes missed by staff to encourage children's independence further, through facilitating self-help and decision making and providing more opportunities for children to write and make marks independently. Large group times are well organised to enable age and stage related discussions.

Leadership and management is very good. Staff are supported to develop their skills and knowledge through a variety of training opportunities and an informal appraisal system which works well in practice. The two leader's have clearly defined roles which effectively support each others and there are good monitoring and evaluation systems in place. The group have strong links with local schools, which ensures consistent teaching methods.

Parents are very supportive of the pre-school. They have a clear understanding of the provision, curriculum plans and children's learning objectives, which is gained from high quality setting information, progress reports and regular opportunities to discuss their child's progress and development with staff. They actively contribute to children's learning and the welcoming environment encourages them to spend time settling their children to ensure a happy separation.

What is being done well?

- Staff know the children well and are interested in their achievements and progress. They are sound in their knowledge of the foundation stage curriculum, have high expectations of what children can achieve and ensure that children are sufficiently challenged. This is achieved through skilled inter-actions and well planned, innovative activities, which sustain the children's interests and ensure continual and extended learning in all six areas. This is particularly significant in the area of "Knowledge and Understanding of The World."
- Large group time is well organised to enable age and stage related activities and discussions. The children actively participate, using articulate language to describe real and imaginary experiences, listen with interest to staff's

animated discussions. Staff skill in integrating all areas of learning into this one activity is effective and productive.

- The supportive leadership, with clear lines of responsibility and direction ensures a reliable, consistent and experienced staff team.
- The children are interested and motivated to learn. They demonstrate high levels of self esteem, are happy and confident. Behaviour is good, the children understand right and wrong and play co-operatively and creatively together.
- The children are developing a good understanding that print carries meaning. Their interest in books is positively encouraged by staff and the setting's promotion of cursive and standard script prepares the children well for school.
- The children's interest in maths is fostered by the integration of the curriculum into a wide variety of activities and the children use their developing mathematical skills to solve practical problems involving volume, position and shape.

What needs to be improved?

- opportunities for children to initiate writing and mark making.
- opportunities for children to develop their self-help and independence skills.

What has improved since the last inspection?

Cheam Baptist Pre-School has made generally good progress in response to the key issues given at the last inspection.

The children are encouraged to write and recognise their names, which they do in structured activities and independently, for example, writing their names on paintings. However, opportunities for children to make marks and write with a purpose could still be improved further by providing opportunities and resources in a wider range of activities, although some additional initiatives have been implemented. The children are interested in books, enjoy group stories and use the book corner independently. They are developing a good understanding that print carries meaning and some children recognise simple, familiar words from popular books.

The programme for physical development has been significantly enhanced to provide good and varied opportunities for indoor play. The children use small equipment with skill, demonstrating good balance and throw and catch balls with developing ease.

The children are positively encouraged to care for their environment. Independence is encouraged, but could be improved further by providing more opportunities for children to make their own decisions and practice self-help skills, for example during snack time.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and motivated to learn and have high levels of concentration. Their confidence and self esteem is fostered by staff who know the children well and sensitively encourage them to try new skills. The children are polite, kind, considerate of each other and play co-operatively together. They take care of their own personal needs, such as taking themselves to the toilet and dressing themselves, but have less opportunities to develop their independence in other areas.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children initiate conversations and articulate their feelings and ideas with confidence, individually and in groups. They understand that print carries meaning, which is positively promoted around the nursery with labelling in both standard and cursive script and they show interest in books. The children can write and recognise their names in print and can name some or all letters of the alphabet, linking them to phonetic sounds, but there are less opportunities for them to write independently.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count to high numbers, recognise single numerals and are developing their confidence in using mathematical skills to work out practical problems involving volume, position, size and balance, which is fostered by the skilled inter-actions by staff in all activities, i.e. using graphs as recording methods. Children name most shapes and are developing skills in sequencing and pattern forming.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Exciting and worthwhile activities help children to explore and investigate early science and the living and natural world. The children are inquisitive and interested in how things work and enthusiastically design and make purposeful objects. Circle time provides children with a wealth of opportunities to talk about past and present events and the community they live in. They learn about the lives and cultures of others through innovative topics and the celebration of different festivals.

PHYSICAL DEVELOPMENT

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| Judgement: | Very Good |
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Although there is no outdoor play area, the curriculum plans for indoor physical play provide good all round opportunities. Children move with co-ordination and sequence in music and movement and they climb and throw and catch balls with developing skill. They use small tools and are developing good fine motor skills. The children know the importance of staying healthy and looking after their bodies, which they have learned through well planned topics and visits from people in the community.

CREATIVE DEVELOPMENT

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| Judgement: | Very Good |
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Children use their imagination to act out real and imaginary experiences in all activities. Initiated and supported by staff, they design and build with a purpose in mind. They explore colour, shape and texture, and are developing excellent skills in interpreting still life, but there are less opportunities for children to create their own designs from scratch. Children sing with enthusiasm and use percussion instruments and their voices to tap out rhythms and distinguish between loud and soft.

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 the following:
- increasing opportunities for children to write and make marks and create their own designs using a wider variety of resources that they are able to self select.
- increasing the opportunities for children to use their self help skills and encourage them to make informed decisions, for example, during snack time and selecting their own resources.

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.