



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 115384

DfES Number: 532073

### INSPECTION DETAILS

Inspection Date	27/10/2003
Inspector Name	Deborah Lynch

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Young Foundation Pre-school
Setting Address	Yarnton Way Erith Kent DA18 4DR

### REGISTERED PROVIDER DETAILS

Name	The Committee of The Committee of Emmanuel Baptist Church
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### ORGANISATION DETAILS

Name	The Committee of Emmanuel Baptist Church
Address	Young Foundation Pre-school Yarnton Way Erith Kent DA18 4DR

## 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

Young Foundations Pre-school opened in 1998 and operates from Emmanuel Baptist Church, South Thamesmead. The setting is supported by a steering committee, which includes representatives from Emmanuel Church and Thamesmead Family Support Unit.

The pre-school has use of the main hall and a second smaller adjoining room. All accommodation is on the ground floor. There is a fully enclosed outside play area.

The pre-school is well established in the community and serves families from the surrounding residential area. The pre-school is open Monday to Friday from 9.30 a.m. to 11.45 a.m., term time only.

There are currently 35 children on roll. There are 27 3-year-olds, 25 of whom are funded and 8 4-year-olds, all of whom are funded. The pre-school provides support for children for whom English is an additional language and children with special educational needs.

The staff team comprises a play leader and deputy, both of whom hold a recognised childcare qualification. Four members of staff work with the children, three hold a childcare qualification.

The setting receives support from the Bexley Early Years Development and Childcare Partnership.

### How good is the Day Care?

Young Foundations Pre-school provides good care for children in a well organised, warm and welcoming setting. Space is organised creatively, to enable all children to move freely and safely around the setting, including the outdoor play area.

A good registration process is in place, with children's attendance recorded as they arrive. Children's emergency contact details are included in the register.

The qualified and experienced staff team work well together, they regularly attend training workshops, to maintain their professional development. Staff recognise that the effective implementation of policies and procedures has a positive impact on children.

Overall staff are proactive in managing health and safety issues, they undertake regular risk assessment, but information recorded sometimes lacks detail.

Children show interest in themed activities. They use play equipment imaginatively, in a stimulating and supportive environment. Children explore and investigate materials and resources, that challenge and extend their learning.

Staff know the children well, they listen with interest and engage children in relaxed conversations. Staff develop self-esteem through support and praise. Children respond well to the clear expectations and consistent approach of behaviour management, which focuses on positive reinforcement. Children are well behaved and show respect for others.

Staff are committed to ensuring that the individual needs of children are met, their differences acknowledged and valued. Staff have arrangements in place to safeguard children attending the pre-school.

There is a good relationship between parents and staff. Parents are kept well informed about the provision and their children's progress. Documentation required for the efficient management of the setting is in place and individual records are shared with parents.

#### **What has improved since the last inspection?**

At the last inspection the provider agreed to: ensure that all staff had police checks, appoint a designated member of staff to take responsibility for behaviour management and for staff to demonstrate an awareness of child protection issues.

The provider has; submitted CRB disclosure forms for each member of staff, the deputy has taken on responsibility for behaviour management. Staff value good behaviour, they are sensitive to the needs of children and are consistent in their approach. Staff operate effective procedure to safeguard children in their care. Staff have access to the Area Child Protection Committee Procedure.

#### **What is being done well?**

- Children take part in well planned stimulating activities. Children explore and investigate materials and resources, that challenge and extend their learning.
- Staff know the children well, they listen with interest and engage children in relaxed conversations. Staff develop self-esteem through support and praise.
- Children respond well to the clear expectations and consistent approach to behaviour management, which focuses on positive reinforcement.
- Staff work hard to ensure that all children are included and their individual

needs met.

- There is a good partnership with parent's; staff have created a relaxed and welcoming environment whereby parents feel confident and at ease, with good systems in place to share information.

#### **What needs to be improved?**

- the accessibility of emergency contact details for all staff
- the development of the risk assessment to include all required information.

#### **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 that emergency contact details for all staff are accessible.
6	Ensure that the risk assessment contains all required information.

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

### How effective is the nursery education?

Young Foundations pre-school provides high quality education where effective planning and teaching helps children to make very good progress towards the early learning goals.

Teaching is very good. The enthusiastic staff work well together as a team and are secure in their knowledge of the early learning goals. Staff use skilled teaching strategies, presenting a stimulating range of planned activities which makes learning an enjoyable experience for children. The setting is well organised and resources are effectively used by children. Staff know the children well, they track their individual progress towards the early learning goals and use this information to inform planning.

There are good relationships between children and staff and children respond well to staff's clear and consistent approach to behaviour management. Children's self-esteem is developed through positive support and praise. Good support systems are in place to ensure that children with special educational needs and children for whom English is an additional language are included and their individual needs recognised, and supported.

Management and leadership is very good. There is a good working relationship between the manager and the staff, with staff feeling valued and supported and clear about their own roles and responsibilities. There is on-going commitment to evaluation and improvement. The manager ensures that all staff contribute to planning and their ideas are valued.

The partnership with parents is very good. Parents are provided with good information about the educational provision and the daily operation of the setting. Parents are kept informed about their child's progress through regular discussions and written reports. Staff have established good home links with parent's and they value their contributions and support.

### What is being done well?

- Children's personal, social and emotional development is being fostered well. They are well behaved, due to them being interested and motivated to learn.
- A stimulating range of planned activities and topics provides children with very good opportunities to develop their skills in all areas of learning.
- Good leadership and management encourages good team working, all staff are provided with the opportunity to be actively involved and their contributions and ideas are valued.
- The very good teaching provides children with a solid foundation for learning.

- The genuine partnership with parents contributes to the children's progress.

**What needs to be improved?**

- There are no significant weaknesses, but the development of the outside play area would further enhance children's developmental opportunities.

**What has improved since the last inspection?**

The setting has made very good progress following the last nursery inspection. Key issues, included planning and assessment, information for parents and providing more opportunities for children to explore technology.

The play leader and staff team have worked hard to produce comprehensive plans covering the six early learning goals. Staff observe and assess children's growing abilities and use this information as a valuable planning tool to ensure that each child is sufficiently supported and challenged.

Parents are provided with regular information about the foundation stage curriculum. Key-workers keep parents informed about their child's progress.

The setting provides children with good opportunities to explore technology. Children enjoy experimenting with the computer, tape recorders, calculators and programmable activity centres to support phonics.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are eager and motivated to learn and settle quickly, happily trying out new ideas. They concentrate for sustained periods, especially during 'circle' time and as they use the computer and practice writing. Children have the opportunity to make their own choices and work independently, and in small groups, aided by the wide range of accessible activities and resources. Self-esteem is developing well, through encouragement and praise. Each child is valued and respected.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children listen with enthusiasm to well-read stories and they discuss the contents and participate when appropriate. Children are interested in books; they can borrow books to share with parents at home. Children practice writing and drawing, they can write their name and simple words. They have opportunities to link sounds to letters. Children are generally confident speakers, they use language effectively during play, small group activities and during 'circle' time.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Counting songs and counting in daily routines are helping children develop ideas of addition and subtraction. Children record numbers as they draw and make graphs, for example, recording different ways of getting to pre-school and the transport used. They use mathematical language to describe shape, size, position and quantity. A good range of practical activities reinforces mathematical concepts for children, as they match, sort and estimate using various materials.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have enquiring minds, they explore and investigate. They use natural materials, construction equipment and recycled materials to design and build. Children are gaining confidence in using technology, as they operate the computer, use calculators and tape recorders. Through topic work children learn about the environment, the wider community and learn to respect others. Children's knowledge of their local community and wider world is developed through outings and visitors to the setting.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children enjoy using the wide range of small and large equipment in a variety of ways and these resources encourage their bodily control and co-ordination. They confidently handle tools, such as scissors, paintbrushes and pencils. They are learning to manoeuvre the computer mouse well, demonstrating good eye-hand co-ordination. Activities which link with the topic 'all about me', are supporting children's awareness of their bodies. Plans to enhance the outdoor play area are being developed.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are presented with a varied and exciting range of activities, enabling them to express themselves and communicate their ideas creatively. The well resourced role play areas, provide children with the opportunity to develop their imagination, express their feelings and make-up their own stories. Good examples of children's free choice art work are displayed around the setting, showing good use of colour, textures and various craft materials.

**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 key issues, but consideration should be given to developing the outside play area and planning for outside play.

*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.*