



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 220120

DfES Number: 513700

INSPECTION DETAILS

Inspection Date	25/06/2003
Inspector Name	Kristin Hatherly

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Samuels Christian Nursery Group
Setting Address	Broadmead Avenue Broadmead Baptist Church Northampton Northamptonshire NN3 2QY

REGISTERED PROVIDER DETAILS

Name	The Committee of Broadmead Baptist Church
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ORGANISATION DETAILS

Name	Broadmead Baptist Church
Address	Broadmead Avenue Northampton Northamptonshire NN3 2QY

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

Samuels Christian Nursery is a church based and supported playgroup, which was registered in 1990. It is registered to provide sessional care for 32 children and is situated on the edge of Northampton, in an urban area. The nursery has strong links with the church in which they are based. The nursery is accommodated in a spacious building with access to a large grassed area. They have the use of three interconnecting rooms as well as other rooms within the building, if required.

The nursery is open Monday through to Friday, term time only, and offers five morning sessions - 09:00 hours to 11:30 hours, and two afternoon sessions - 13:00 hours to 15:30 hours. Overnight care is not provided. There are 61 children between the ages of two years nine months to five years, currently attending the nursery. There are 25 three-year-olds and 18 four-year-olds in receipt of funding. The nursery caters for children with special needs and children with English as an additional language.

There are thirteen members of staff. The supervisor is a qualified teacher who is supported by other staff with various childcare and teaching qualifications. Over 50% of the staff are qualified. The nursery works closely with the Early Years Partnership and the Pre-School Learning Alliance. It is also involved in the Effective Early Learning Programme.

How good is the Day Care?

Samuels Pre-school offers a good standard of care for children.

The pre-school has an effective induction and appraisal system in place. The majority of the staff have teaching or childcare qualifications. There is a good level of commitment to ongoing training and a clear action plan is in place to ensure that training is reviewed regularly. There is an excellent range of policies and procedures included in the Operational Plan. The pre-school is participating in the Effective Early Learning Quality Assurance Scheme.

The premises are attractive, clean and secure and the main areas have recently been refurbished.

A high ratio of staff ensures that staff are deployed effectively and are vigilant with regard to children's safety. The children are supervised appropriately both indoors and outside. Good attention is given to developing the children's awareness of the need for hygiene. Risk assessments are carried out regularly and their findings acted upon.

There is an effective settling in procedure which includes home visits. Relationships through the pre-school are positive. The staff have a good understanding of the children's needs and interests, and all children are included in activities at their own level. The management of behaviour is very good overall. There is a good range of toys and equipment. The children take part in a wide range of interesting and stimulating activities with interest and enthusiasm. Staff are interested in what children do and say and ask questions to develop children's thinking skills and consistently encourage and praise them. As a result, children are involved and confident in their activities.

There are very good relationships with parents who give positive comments about the group. Parents are provided with a range of useful information and are encouraged to follow-up topics at home and feedback information to the pre-school. There are regular reviews of children's progress with parents.

What has improved since the last inspection?

There were no actions raised at last inspection.

What is being done well?

- Children are involved, interested and confident to take part in activities and staff interact and respond well to the children (Standard 3).
- Premises are maintained to a high standard and the areas used by children are welcoming. Space is well organised to ensure that children can move freely from one activity to another (Standard 4).
- There are a wide range of stimulating toys, activities, resources and an appropriate range of furniture and equipment including resources that reflect culture and race (Standards 3, 5 & 9).
- Staff are deployed effectively and are vigilant about children's safety (Standard 6).
- There are effective security systems both inside and outside the premises thus ensuring the safety of staff and children (Standard 6).
- Attention is given to promoting good hygiene practice thus preventing the risk of any cross infection (Standard 7).
- There is a comprehensive equal opportunities policy which is well written and understood by all the staff. Staff actively promote equality of opportunity

which enables children to feel valued and their individual needs to be met (Standards 9 & 10).

- Staff manage children's behaviour very well. They use appropriate strategies and are consistent in their approach. They give children clear guidance and praise. As a result children are well behaved (Standard 11).
- Comprehensive regular information is given to parents including individual consultations. (Standard 12).
- There is a clear policy and procedures for all aspects of Child Protection issues. This ensures the safety of the children (Standard 13).
- There is a comprehensive, well maintained operational plan which supports in the effective management of the pre-school (Standards 2 & 14).

What needs to be improved?

- documentation, by recording times of arrival and departure of all staff and children (Standards 2 & 14);
- confidentiality, with regard to how medical information is recorded (Standards 7 & 14);

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 a arrival and departure times of staff and children are recorded
12	maintain confidentiality - with regard to children's medication records

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

How effective is the nursery education?

Samuels Pre-school presents a welcoming, happy, busy atmosphere and the children are making good progress towards the early learning goals. The staff effectively promote the children's confidence and self-esteem which creates a positive attitude to learning. The children are developing positive self images and have a good awareness of other cultures and beliefs.

The quality of teaching is very good and the staff have a sound knowledge of the foundation stage. There is good use of observation, assessment and evaluation which leads to well planned activities to extend the children's learning. The good interaction between the staff and children also extends the children's thinking and encourages them to participate fully. Children are encouraged to develop independence through being provided with a choice of a wide range of activities. Learning is reinforced at the end of the session by encouraging the children to share what activities they have been involved in and what their understanding is of those activities.

The quality of leadership and management is very good. There is a good induction system for new staff and regular appraisals. Staff meet regularly and are involved in planning and all aspects of the pre-school organisation. There are regular training days. The pre-school is participating in the Effective Early Learning Quality Assurance Scheme.

The partnership with parents and carers is very good. Comprehensive information is given to the parents on a regular basis which includes a fortnightly newssheet setting out the topic and activities the children will be involved in, and giving suggestions for following up at home, along with space for parents to feedback to the pre-school. There is a weekly coffee morning in the adjoining lounge for parents. The pre-school provides regular open evenings and 1-1 consultations in the summer term.

What is being done well?

- Developing children's self-confidence and independence and building a strong sense of community and time and place.
- Promotion of reading through a wide variety of books and the development of language for communication.
- Developing children's awareness of space and shape and promoting a wide variety of opportunities to count.
- Developing children's ability to operate a variety of simple computer programmes independently.
- Good use is made of outside space for a variety of activities.

- Wide range and variety of tools and materials is always available to develop children's creative experiences.
- Encouraging children's use of imagination through a wide variety of role play and small world activities.

What needs to be improved?

- Continue to develop opportunities for children to solve mathematical problems and use simple number operations in adult directed and practical situations.

What has improved since the last inspection?

The pre-school was asked to review its assessment procedures and it is now involved in the Effective Early Learning Programme which has involved reviewing assessment procedures which are now very comprehensive.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children's personal social and emotional development is very good. The children's self confidence and independence is promoted effectively and they have a very positive attitude to learning. The children's behaviour is good which enables them to operate autonomously and persist with chosen activities. They are building a strong sense of community including developing positive self images with a good awareness of the similarities and differences of other cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are making very good progress in their communication, language and literacy. The children are encouraged to look at books and reading is promoted through a wide variety of books which are also used in the activities relating to the topic. Children are divided into small groups for story time thus encouraging high interaction. Children's language for communication is very effectively developed through staff encouraging and extending children when talking to them.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children's mathematical development is generally good. Children are developing a good awareness of space and shape through a wide range of interesting activities. They are provided with good opportunities to count and recognise numbers in a variety of activities. Children are provided with opportunities to solve mathematical problems and use simple number operations in adult directed and practical situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children's knowledge and understanding of the world is very good. They can successfully operate a range of simple computer programmes independently. They are developing a good awareness of time and place through the involvement of a variety of visitors relating to the various topics. Good use is made of resources and displays to reflect other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children's progress in their physical development is very good. Good use is made of the outside space for other activities such as snack time, and in adult directed activities relating to the topics. Children are provided with good opportunities to use a wide range of tools and equipment to increase their gross motor skills both inside and outside. They are also provided with plenty of opportunities to develop their fine motor and manipulative skills.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children's progress in their creative development is very good. A wide range of materials and other media is used successfully to encourage children's sensory exploration and creative skills. Children take part in a wide variety of role play and small world activities and use the resources imaginatively.	
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 continuing to develop opportunities for children to solve mathematical problems and use simple number operations in adult directed and practical situations.

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.