

Brighton Road Baptist Church Playgroup

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Brighton Road Baptist Church Playgroup was registered in 2008. It operates from the Brighton Road Baptist church in Horsham, West Sussex. The group have access to one large playroom room, a smaller quiet room and toilet facilities in this area. Upstairs there is an additional room for the pre-school children with a large hall for indoor physical play. There is a secure outdoor play area.

A maximum of 40 children aged from two to the end of the early years age group may attend at any one time. The playgroup is open five mornings a week, term time only from 9.15am to 12.15pm and on Friday they are also open in the afternoon from 1pm to 4pm.

There are currently 31 children on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four years old. The setting supports children with special educational needs and/or disabilities and children with English as an additional language.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently nine regular staff working with the children and four relief staff. Of the regular staff team, seven staff hold relevant qualifications. There is one volunteer and one unqualified staff member. The pre-school receives support from the local authority early years mentor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled because the staff team have created a friendly and welcoming environment. The staff and parents work well together sharing information to ensure all children are valued and that individual needs are identified and met. Children are well supported and make good progress towards the early learning goals. Links with other providers are being developed and effective links are in place with other professionals who offer support to the children. Overall, the required documentation is in place. The setting effectively uses self-evaluation to understand their strengths and areas for improvement. They are extremely committed to the continuous development of the setting and they demonstrate a strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop the record of risk assessment to include all assessments of risks for the premises
- develop ways of including and displaying signs or labels in additional languages
- continue to develop links with other settings that children attend to share relevant information for continuity and coherence in their learning and development.

The effectiveness of leadership and management of the early years provision

The setting places a high priority on the safety and welfare of the children. Robust vetting procedures ensure that all adults working with children are suitable to do so and the security of the premises is very good. The staff team is vigilant in its supervision of the children to keep them safe at all times. The setting completes written risk assessments and visual safety checks to ensure the children have the freedom to explore and develop skills within a safe and secure environment. However, the risk assessment record does not accurately reflect all possible hazards and control measures already in place which help towards keeping children safe. Staff have a understanding of child protection issues and procedures to follow if they have any concerns. A clear safeguarding children policy ensures that all adults are well aware of their individual and collective roles and responsibilities. All visitors to the premises are recorded to further safeguard children.

The well spaced layout allows children to play together, alongside others or independently according to their individual preferences and stages of development. Children have a lovely time playing with the toys and activities that staff set up each day with some additional art and craft materials stored in a low level storage unit so that children can independently help themselves. Furthermore, the setting operates a successful free-flow system enabling children to access toys and activities both in and outdoors throughout the year.

Children benefit from the extremely positive relationships the setting has developed with parents. Staff engage warmly with parents, they know children's individual needs because they seek detailed information including any special educational needs or cultural and linguistic requirements and starting points before they first attend. They work very closely with parents to help children to settle readily into the group. There are regular opportunities for staff and parents to exchange information on children's progress both formally and informally. Parents comment on how approachable staff are and how well they know their children, they talk about being extremely happy with the setting and the opportunities their children experience. The setting demonstrates a strong commitment to providing an inclusive service. The extremely positive links with external agencies for specialist advice and support is improving the quality of support and strategies for addressing the needs of individual children.

The management team has a good overview of the work of the team as regular team meetings take place in addition to annual appraisals. As a result, staff's

professional development is monitored and training issues identified. The effective systems for self-evaluation include views of the staff and parents and accurately reflect improvements that will have a positive impact on outcomes for children. For example, new low level storage units have been purchased to ensure activities and toys are more independently accessed by the children. The management team is in the process of developing links with other settings that the children attend to exchange information to ensure continuity of children's learning and development.

The quality and standards of the early years provision and outcomes for children

Children benefit greatly from the enthusiastic and committed management and staff team. They work well together and help to create a warm and calm atmosphere within the setting. Children are happy, secure and making good progress in relation to their starting points. Staff observe children on a regular basis and thoughtfully use what they see to help plan children's next steps in their learning. They also use information gained from parents and take into account children's own preferences and interests. Each child is valued for who they are and staff carefully consider the different needs of individuals and groups of children and those with additional needs. Children generally behave well, make friends and are able to socialise as part of their group. Regular praise and encouragement help to promote children's self-esteem and positive disposition to each other.

Children enjoy a stimulating and interesting balance of adult-led and free-choice activities each day, keeping them busy and occupied as they play and learn. They show they feel safe when engaging with staff and express themselves confidently. Staff help to prepare children for future life by increasing their language and communication skills and their ability to problem solve and use technology. For example, they learn how to use a picture of a skeleton to solve practical problems as they work out how to piece a skeleton puzzle together. Staff use effective open questioning when supporting children in their activities, as they ask the children about different body parts to help consolidate their learning and introduce new vocabulary. Children have lovely opportunities to develop their creativity and imagination. For example, through play dough, painting and sticking activities. They create their own designs as they make robots out of recycled materials. Children join in enthusiastically with familiar stories and sing confidently and tunelessly alone and with others. Children gravitate to the water outside in the garden, offering experiences for problem solving, reasoning and numeracy. Children delight in well planned theme days such as a visit to the fire station or pet shop. Staff organise these well to grasp children's imaginations and also involve families in their learning. Children learn about the wider world in many ways and these include access to a variety of resources that reflect diversity and participation in various activities inspired by religious and cultural festivals. Although, there are limited signs or labeling in other languages to assist further an understanding of other languages and to further promote and value diversity.

Children are effectively helped to understand about the benefits of a healthy lifestyle. They enjoy daily physical exercise and learn about healthy eating. All

snacks are freshly prepared and are healthy and nutritious and are clearly enjoyed by the children. Snack time provides the children with good opportunities to relax in a secure social environment and talk with their friends. Staff promote children's personal hygiene effectively, they know the importance of washing their hands before eating and after using the toilet. Children understand about keeping themselves safe while at the setting. For example, the frequent practising of the evacuation procedure helps the children to understand how to keep themselves safe by teaching them to leave the premises quickly and safely.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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