

Westbury Baptist Pre-School

Inspection report for early years provision

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14/01/2011

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

Westbury Baptist Pre-School was registered in April 2003, and is run by a management committee most of whom are church members. The pre-school operates from the church hall premises in Reedley Road, Westbury-on-Trym, Bristol, and is open from 9am to 12 noon, Monday to Friday, during term time only. The group also offers an extension over lunch until 1pm. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend at any one time. There are currently 35 children on roll who attend and are within the age range of the Early Years Register. The pre-school offers support to children with special educational needs. The pre-school receives funding for the provision of free early education to children aged three and four years.

The pre-school employs eight members of staff who work directly with children. Of these, five hold early years qualifications ranging from level 2 and above. The remaining three staff are currently working towards an appropriate early years qualification. One member of staff is a qualified teacher and is working towards Early Years Professional Status. The pre-school receives support from the local authority and is affiliated to the Pre-school Learning Alliance (PSLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge and awareness of children's individual needs enabling them to promote and safeguard their welfare effectively overall. Children make good progress because staff are knowledgeable about how children learn and use their skills effectively to support children's development. Highly positive partnerships with parents ensure continuity in children's care, learning and development. Effective links with all early years providers that children attend are not yet established. The staff and management committee demonstrate a strong capacity for continuous improvement that brings about good outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the two way flow of information with all early years providers to ensure continuity in children's care learning and development
- update the record of risk assessment to include any assessment of risk for outings and trips.

The effectiveness of leadership and management of the early years provision

Appropriate arrangements ensure that all adults working with children have undergone suitable vetting procedures. Effective induction, ongoing training and regular review by staff ensure that children are effectively safeguarded because staff have a good knowledge and understanding of child protection issues and reporting procedures within the pre-school. Staff are vigilant in assessing risk and safeguarding children's welfare overall. This is well demonstrated through procedures such as daily visual checks of the premises, the secure storage of all mobile phones throughout the session and the supervision of children when using the toilet facilities. Required records are well maintained and shared with parents. Appropriate records are kept for assessment of risk for all areas of the preschool but, have not been extended to include outings. Ongoing review of the environment by staff ensures children easily access an interesting range of good quality, well-organised toys and resources that support their learning both inside and outside. Staff have a good knowledge of individual children's backgrounds and needs overall and this is embraced through resources, activities and experiences that reflect the diverse backgrounds of children that attend.

Highly positive partnerships with parents are established and children's individual needs are identified and supported well overall. Parents are very appreciative of the care given to their children and the progress they make. Parents are well informed of the pre-school's working practices through regular clear informative documentation, daily discussion with staff about children's welfare, activities and achievements, and regular parent meetings. Effective links are established with local schools that children move onto. However, this has not been developed to include other early years providers that children currently attend. Effective working alongside interagency teams ensures that each child is given the support they need.

The highly motivated staff team use an effective system of ongoing self-evaluation that includes a recognised quality assurance scheme, and parents, children and the local authority consultant to reflect upon the provision. Recommendations from the last inspection have been addressed fully. Future actions are well chosen and carefully planned so that the impact is evident in most of the areas where it is needed, for example, recently extended information and communication technology equipment increased access to mark making and craft resources, and the ongoing development of the outside area play are an integral part in children's learning. The staff and management committee have a clear vision for the future and have high expectations. They demonstrate a strong commitment to their continuous improvement.

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

Children settle quickly on arrival and confidently make choices based on discussion at the start of the day as to play opportunities available to them. The well-deployed, skilled and knowledgeable staff group ensure children are suitably challenged. This is achieved through a balance of well-planned and purposeful adult and child-led activities that are based upon thorough and accurate observations and assessment. As a result, children make good progress in relation to their starting points and capabilities. Children are curious and eager to explore. They share resources as they investigate sand using tubes and digging tools. Children are absorbed in their play as they work cooperatively together to identify, estimate quantity and count coloured glass beads and flowers with the support of staff. Children's understanding of sounds, letters and rhythm is effectively promoted with the support of parents; who with clear guidance from staff encourage their own child to link sounds and letters in their name as they self register. Children spontaneously explore rhythm as they choose from an interesting selection of musical instruments when playing outside. They mark time as they march to familiar self-selected songs and are supported to develop this further by repeating sounds tapped out by a member of staff. Planned visits by a librarian promote the development of rhythm and language through stories and action songs. Well-planned adult-led activities, such as the use of a listening centre, promotes children's understanding of how everyday technology works alongside listening and language skills, as children repeat sounds and match pictures. Children competently operate the listening centre, understand how it is powered and use headphones. Children are proud of their achievements and are keen to demonstrate to their parents how technology works. They press numbered buttons correctly to operate a talking book and hear themselves talking about insects they saw when a selection were brought from the zoo.

Children eagerly explore colour and observe the effects when mixed together. Good open-ended questioning by staff encourages children to develop their own ideas as to what will happen and to use descriptive language to describe how paint feels on their hands and feet, as they make prints on paper. Children are encouraged to count their fingers and toes and give meanings to their marks such as number and their name.

Children are supported well by staff to understand the importance of good hygiene routines and the importance of healthy eating. Guidance shared with parents ensure children's lunches are nutritious and takes account of all children's individual needs. Children develop a good understanding of the importance of regular exercise through physical activities both inside and outside that they enjoy and engage in through free-flow and adult-led play in most weather. Children demonstrate a good understanding of how to keep themselves safe within the pre-school when they recall what is expected of them at circle time such as not running or throwing sand. Children develop an awareness of their personal safety through practise of road safety when on outings and regular practise of evacuation procedures. Visitors, such as the fire brigade, enhance children's understanding. Staff effectively support children to manage their own behaviour through agreed

expectations within the group and the well considered use of props, such as egg timers, to prepare them for the changing routine of the day. Children respond well to the positive and respectful approach of staff. They play cooperatively together and learn to share and take turns using props, such as soft toys, during large group times that encourage them to listen to each other. Children's behaviour is very good and they develop good skills for the future.

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	3
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

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