

# Counterslip Baptist Church Pre School

Inspection report for early years provision

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<b>Type of setting</b>	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*.

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## **Description of the setting**

Counterslip Pre school opened in 2003. It is situated in the Whitchurch area of Bristol and serves the local community and surrounding areas. It is managed by a management committee which includes parents of children who attend the group. The Pre school operates from several rooms in Counterslip Baptist Church located on a main route through the city. There are close links with the church. Opening times are Monday, Wednesday, Thursday and Friday from 09.30 to 12.30. and Tuesday from 09.30 to 12.00 noon and from 12.30 to 15.00. The pre school operates during term times only. The preschool is registered by Ofsted on the Early Years Register.

There are currently 34 children on roll, of these, seven children receive funding for nursery education. Six permanent members of staff work with the children of these, five including the pre-school leader hold Level 3 qualifications and member of staff holds Level 2 qualifications. There is also an active and involved team of four volunteers who support staff and have direct contact with children. Staff also have support from an administrative co-ordinator. The group has support from the Early Years Advisory teacher from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children form close relationships with staff and their emotional needs are well met and they play well together. Children's care and learning is generally promoted and they play happily with a varied range of toys and activities which sufficiently support their progress. The group is committed to working in partnership with parents to promote outcomes for children. The process of monitoring and self-evaluation and tackling areas for improvement is not fully effective in promoting quality 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 use of observation and assessment to impact more effectively on planning and the next steps in children's progress towards the early learning goals
- develop visual displays to promote children's understanding of letters and numbers
- develop the use of observation and assessment to impact more effectively on planning and the next steps in children's progress towards the early learning goals

## **The effectiveness of leadership and management of the early years provision**

Children's care and learning is promoted by staff and volunteers who work together to develop positive relationships with the children and their families. Effective systems are in place to support children when they first attend and the warm reassurance from staff help them to settle well. Sound procedures are maintained to ensure the suitability of staff to work with children. For example, all staff, volunteers and committee members are checked. All records pertaining to accidents and parental consent are well organised for effective management and to promote the welfare of children. Staff have a suitable knowledge of safeguarding children and have attended training to keep up-to-date with child protection issues and ensure that children are their first priority. The detailed policy support staff in their understanding of child protection issues and what they should do should there be a concern about a child in their care. Children benefit from playing in a welcoming, child-friendly environment, with space to explore and spread out as they play, including an inviting outdoor play area. Indoor space is laid out to maximise play opportunities for the children and to suitably meet their needs. Quality toys and resources are laid out on offer for children to self-select, which helps supports their independence.

Staff continue to work with parents and carers in order to ensure they are aware of each child's individual needs. They encourage parents to share information through daily discussions and by completing an 'All about me' form to support children who are settling in. Parents report that staff are friendly and children enjoy attending the group and have developed their confidence. The regular newsletters keep parents up-to-date of any changes and when children take part in special activities. Links with other providers delivering the Early Years Foundation Stage are emerging, as the group share topics and newsletters to ensure children begin to have continuity of care and education.

Staff have established systems for evaluating their practice and demonstrate a sound capacity to make continuous improvements; ensuring outcomes for children are built upon. They have worked hard to review their policies in line with the Early Years Foundation Stage, updated the risk assessments and linked the indoor and outdoor environments so that children can move freely between them. Regular visits from the early years support worker have assisted staff in evaluating their practice and bring about improvements to children's learning and development and demonstrating a commitment to continuous improvement. The system for ongoing self-evaluation of the provision is in place and although staff are able to identify some areas for improvements and recognise their own strengths, an effective system to evaluate their practice and use as a working tool is not fully established. The staff promote inclusive practice by encouraging all children to take part in every activity. Children begin to know about their own cultures and those of other people through the use of activities and resources such as play figures and books, which support children's understanding of cultural diversity.

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

Children's emotional well being is nurtured and they are secure in the daily routine and show a sense of belonging. Staff provide a necessary range of suitable activities which provides stimulation and help children make sufficient progress in their learning and education. For example, children enjoy taking part in circle time and gain an increasing understanding of the weather. Children enjoy experimenting with sound playing musical instruments and confidently bang on the drum and explore the sounds of the xylophone. Children ask staff to read books and join in with the stories. They begin to recognise their names when they self register. However, there are limited opportunities for children to recognise letters and numbers. The outdoor play area is inviting for children and offers them freedom to explore in different ways. For example, children match the dots on the dominoes and the older children recognise a group of three dots without counting. Their writing skills are developing when they mark make with chinks and water. Equipment on offer such climbing frames, stepping stones and wheeled bikes, help children to develop their balance and co-ordination and contribute to their healthy lifestyle.

Staff use praise and encouragement to build on children's confidence and self-esteem and help them make suitable progress towards the early learning goals. For example, children happily share their achievements with staff, confident in the knowledge they will receive praise and appreciation. Staff make use of the daily adult-led and child initiated activities to interact with the children and sufficiently support their learning. Staff know the children well and make observations of children's achievements to ensure that they make progress. However, this is not sufficient to consistently assess what children know and can do to enable staff to accurately identify the next steps across the six areas of learning.

Staff maintain a safe environment by ensuring children are suitably supported. Daily checks on the premises ensure that any potential hazards are dealt with before children arrive. Consistent boundaries and daily discussions about using gentle hands and slow legs ensure children develop a good understanding of how to keep themselves and others safe. This supports their understanding in showing respect for each other and they display a strong sense of belonging and appear happy and settled. Children are beginning to develop awareness about healthy eating by helping themselves to a range of different fruits at snack time and follow appropriate personal hygiene routines. Children are well behaved and respond to the expectations of the setting and show a good awareness of responsibility. For example, they happily put away their mats and help staff to wipe the wet climbing equipment. The constant praise and encouragement from staff help to develop their confidence and self-esteem.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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