

Sidcup 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*.

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Description of the setting

The pre-school has been registered with Ofsted since 2001 having operated continuously since the 1970s. Registration is for the Early Years Register. Registration does not include overnight care. The pre-school is managed by committee. It operates from a hall and two small side rooms on church premises in Sidcup, the London Borough of Bexley. There is an enclosed area for outside play.

The pre-school operates Monday to Thursday, each week, term time only. Sessions are from 9.30am to 12.30pm. Registration is for a maximum of 32 children in the early years age range at any one time. There are currently 47 children from two to five years on roll. The pre-school receives funding for the provision of free early education for three and four-year-olds. The pre-school currently supports children with special needs and/or physical disabilities and those who speak English as an additional language.

There are eight members of staff who work with the children. The manager is working towards an NVQ at level 4 in childcare, learning and development. All staff have appropriate early years National Vocational Qualifications or equivalent at level 2 or 3. The deputy holds Qualified Teacher Status. The setting receives occasional support from an Early Years Advisory Teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school combines reflective practice with a positive team spirit to drive continuous improvement in the welfare, learning and development outcomes for children. Overall, children are safe, secure and enjoy learning about their local area and the world around them. The staff team and the management committee provide a flexible and constructive management structure which allows the unique needs of all children to be met. Every child is respected and valued as an individual so they all progress well given their age, ability and starting points.

What steps need to be taken to improve provision further?

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

- encourage children to explore and discover a variety of publications, including non-fiction books and samples of catalogues and magazines.
- monitor individual progress records so that every child has an enjoyable and challenging learning and development experience and parents are clearly and more frequently informed of their child's progress.

The effectiveness of leadership and management of the early years provision

The provision for safeguarding is comprehensive and thorough. Child protection procedures reflect current local Safeguarding Board practices and staff know what to record and who to report to, should they have any concerns for children in their care. Children benefit from a variety of resources including ongoing staff training and equipment that supports the Every Child A Talker programme. The layout of the main hall provides children with a stimulating environment where activity areas are clearly defined and play materials support and strongly encourage independence. However the book area is not used voluntarily by children and this is an area that needs to be improved. Children take opportunities to self-challenge, explore and learn as they move independently between the main hall and the outside area. A small room has been specifically equipped to provide a quiet place for those children who may need to be away from the general activities in the hall. Attractive displays of photographs or collaborative group posters demonstrate the work of the children attending. Effective risk assessments are in place and regular checks are made, including those for the outside play space and occasional outings to the library. Welfare requirements are consistently applied with constant and close supervision by caring staff so children's well-being is promoted. An emergency exit procedure is displayed and practiced each term so children know what to do should an emergency arise.

Members of the staff team work closely together to ensure all procedures are understood and implemented. Clear aims and priorities for development, including staff training, are supported by resourceful staff that contribute to reflective practice, clear evaluation and focused planning. Regular fortnightly team meetings are used to build confidence in new systems of working and unity in their application. Steps taken since the last inspection to improve the provision are recognised as having a substantial and beneficial impact on all who attend, in particular, children are more focused in their play because activity areas are clearly defined; the recording of starting points allows individual progress to be immediately taken forward. The regular review of policies and procedures informs staff and parents so that children play safely in a caring environment.

The pre-school provides exciting activities for children using the information gained from parents, including personal cultural and religious requirements, and based on what children know and can already do. Unique learning records are built and identify children's individual progress towards the early learning goals. Recorded starting points act as a foundation for future learning. Assessment of individual progress is carried forward, and where required, full Early Years Action Plus records are maintained. Planning identifies the six areas of learning and the next steps to learning in assessment records that are used to build, every six months to reports and these in turn, to a transition report when the child leaves or moves on to school. There are excellent supportive partnerships with local authority, education and health professionals who provide full support and positive advice for families of children with special needs and/or disabilities. Clear assessments by trained staff and specialist care provide outstanding support to ensure the inclusion for all. There are established contacts with other known carers, such as

childminders and grandparents, so continuity of care and learning is maintained. Staff and some children sign to repetitive songs and a picture exchange card system (PECS) have recently been introduced. Equality and diversity are sensitively promoted with resources and celebrations such as annual festivals and special events. Children learn to respect and value their own cultures as well as those of the children they know and meet daily.

The partnership with parents and carers is flexible and fruitful. Parents praise staff highly for their understanding and caring attitudes as well as the constructive changes they introduce to encourage their child to settle. They know their children enjoy their time at the pre-school because the children report what they have been doing when they are at home. Parents state they are informed and fully supported in their child's care and learning. Notice boards and newsletters are used to inform parents of general developments and questionnaires are used to gain individual opinion and information. An inclusive self-evaluation process has been initiated to encourage parents and children to comment on how well the nursery meets their needs and expectations. Parents are encouraged to record or inform key personnel of their child's experience away from the nursery and are invited to contribute their skills to extend children's learning through play. Children's well-being is nurtured and their learning and development smoothly and effectively extended.

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

Children are animated, happy and express an all-round enthusiasm during their time at the nursery. They achieve and enjoy and show they feel safe through their active capacity for independent learning. Children are purposeful and fully occupied during their play. They use their imaginations as they play with the trains, animal and people figures or sit in the tent pretending to camp with mini-stoves. They are absorbed during adult-led activities such as making bird feeders; they know that birds will eat apples pieces, bread crumbs and raisins and that squirrels eat nuts. They proudly show their finished art works, drawings and constructions to adults nearby. They discover weight, volume and flow as they scoop mixtures of pulses, beans and seeds with spoons. Children practice and consolidate mark making skills, as they independently draw and colour, make lists, or use stencils, with paper and pencils available throughout the session. There are colourful displays of their work so they recognise their achievements and see that these are valued. Children gain confidence from consistent, familiar adults who praise their attempts and achievements as they gain control of spoons, tweezers or threading laces. They are confident and readily engage adults to join them in their play, responding confidently to questions as to their likes and dislikes. Children join each other to look at books in the tent erected in the outside play area although the book area in the main hall is uninviting and unused. There are few non-fiction books available to encourage those who may be interested in factual subjects rather than stories. Adults encourage children to recognise new words, such as traffic, stop and go which supports their development of language as well as good road safety habits. Children have a rapidly growing knowledge of how things work and the skills they will need in the future. They develop knowledge and understanding of the world as

they explore keypads or interactive resources such as the computer. They are patient and take turns with resources during their play because adults are good role models and consistently reinforce wanted behaviour, such as sharing, with well deserved praise.

Children understand how to keep themselves safe and demonstrate a strong sense of self-reliance. They build secure relationships with adults and children, in whole group activities and during one-to-one activities designed to support and focus their play. They know some children need a quiet place to stay but also recognise and celebrate occasions when these same children overcome boundaries and join enthusiastically in group activities, such as parachute play. They problem-solve and self-challenge as they jump from the steps of the slide onto the safety mats. They know that exercise makes their heart beat strongly and proudly demonstrate how they scoot or pedal the tricycles in the outside play space. Children establish everyday personal hygiene habits for healthy living. They wash their hands after messy play and before eating and dispose of paper towels and tissues in the bin provided. They demonstrate positive social skills and care for each other as they serve themselves with fruit and cereal shapes. They sit sociably together, chat to each other and contribute to the running of the session by tidying away equipment as part of the routine of the session. Children learn about their community through discussion with visitors from the emergency services to their pre-school and occasional outings to venues such as the local library.

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	1
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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