

Chingford Mount Baptist Church Pre-School Playgroup

Inspection report for early years provision

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Inspector	Sharon Henry
Setting address	Leadale Avenue, Chingford, London, E4 8AT
Telephone number	0208 559 3903
Email	
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

Chingford Mount Baptist Church is run by the Chingford Mount Baptist Church Committee. It opened in 1970 and operates from a community church hall with two playrooms on separate levels. It is situated in a residential area in Chingford within the London Borough of Waltham Forest.

The setting operate Monday to Friday between 09:30 - 12:30 and 1:00 - 3:00 pm term time only.

The setting is registered to care for a maximum of 30 children in the early years age group; of these, none may be under two years at any one time on the Early Years Register. There is presently 27 children on roll. The setting is also registered on the compulsory and voluntary parts of the Childcare Register. The group employs seven members of staff, all of whom hold a childcare qualification. The setting supports children with English as an additional language and those with learning difficulties and/or disabilities. Staff receive support from the advisory teacher from the Waltham Forest Early Years. The pre-school is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle happily at the setting and readily become involved in a variety of different activities. Staff support children's learning well as they use their knowledge of the Early Years Foundation Stage to extend children's learning. The inclusive ethos of the setting ensures that all children are treated equally and are supported with effective links between parents and external agencies. The setting shows a strong commitment to improvement. They have a clear vision of the intended areas for development and how this will effectively contribute to the ongoing improvement of the service.

What steps need to be taken to improve provision further?

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

- develop further the monitoring of children progress including following through the next steps in children's learning
- develop further the use of self-evaluation to encourage a culture of reflective practice and identify aspects of the childcare provision that require further improvement.

The effectiveness of leadership and management of the early years provision

The children attending the setting are well cared for by an attentive and qualified staff team who offer high-levels of support and encouragement. They follow the clearly written policies and procedures, which ensure the safety and well-being of the children. Recruitment and induction processes are robust and this ensures that all adults who come into contact with the children are suitable and appropriately qualified. Regular staff meetings and individual appraisals ensure good communication between team members and access to relevant training courses keep knowledge and skills updated. High priority is attached to safeguarding. Staff have a very good understanding of child protection issues and are confident about passing on concerns. They carry out thorough risk assessments to minimise accidents, the records of which are very well monitored by managers. Worthwhile practices teach children how to stay safe. For example, they participate in fire drills and talk about things like stranger danger. Space is organised effectively to provide children with safe and independent access to the resources. High regard is given to the safety of the children and efficient and effective strategies are in place. For example, rigorous risk assessments and daily checks are carried out, and the outside play area is secure with padlocked gates. The staff are vigilant in supervising the children and provide appropriate support for children's individual needs.

The setting has endeavoured to develop inclusive systems of communication to ensure that there are consistent and productive partnerships with parents and carers. Policies and procedures are shared with parents, which effectively contributes to their being fully informed and involved. Parents receive good quality written information about the setting when their children first start and thereafter; parents' evenings and discussions keep parents and staff fully informed of children's progress and recent experiences. As well as this, a dedicated notice board and regular newsletters keep parents abreast of forthcoming events. Daily communication is an important element of the setting and parents are very happy with the childcare and consider their children to be developing well as a result of their experiences at the nursery. Links with other agencies are similarly strong. Liaison with a range of professionals, including the local authority early years team and speech therapists, ensures that every child is given the opportunity to reach their full potential. Children with learning difficulties and/or disabilities receive good support as the setting has very good regard for the identification and assessment of additional needs.

The manager and staff work closely together as a motivated and committed team to promote the welfare, learning and development of children who attend, working together to identify strengths, weaknesses and areas for improvement within the self-evaluation processes and being committed to undertaking regular reviews. This demonstrates a positive attitude towards continued improvement.

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

All children make good progress in all areas and enjoy their learning and play. Well established daily routines and high expectation of the staff ensure that children learn to do things for themselves. The environment is organised well to allow children easy access to resources promoting self-help skills, independence and motivation. Staff provide a good balance of adult- and child-led experiences within each session, skilfully engaging children and supporting children's learning well. Children are eager to enter the group and enjoy the warm and caring relationships developed with staff. They happily navigate the room independently, selecting activities they wish to participate in from the wide variety provided at their level, then move on to the next activity, showing enthusiasm and motivation to learn. Efficient systems are in place to observe and monitor children's progress as records of development clearly reflect children's achievements and identify the next steps in their development. However, these are not always followed through.

Children thrive as staff spend the majority of time at their level, developing good language skills as staff continually talk to them about what they are doing and expertly extending their play and enjoyment of each activity through discussion and questioning. Children use their imagination well, enjoying acting out roles in the home corner, for example; they set the table and feed the baby in the highchair. They become engrossed in creative activities, such as manipulating play dough, painting, and junk modelling where they create colourful designs and models and then proudly show staff their achievements. They confidentially use a range of resources, such as rollers and sponges, all of which promotes children's self-expression while having fun. Children learn mathematical concepts using practical activities to compare, sort and count objects. They are learning to recognise letters during self-registration and identify simple shapes and colours as they paint or make collages. There are opportunities to problem solve as children experience mixing different colour paints and then discuss different shades as they mix red and blue to make purple. The children are able to explore and investigate their environment using their natural curiosity. They talk about why they should look after their environment such as the importance of recycling giving examples such as, 'because it saves the planet.'

Staff are caring and affectionate towards the children; their gentle and consistent approach sets a good example and children behave well. Children show care and concern for each other and are forming good relationships with staff and one another. Staff consistently praise children for their efforts and achievements which contributes to their good levels of confidence and developing self-esteem. Children are encouraged to adopt healthy lifestyles, in which healthy eating and exercise is encouraged. High regard is given to children's large, physical movement and to the access of fresh air. Children thoroughly enjoy themselves outside, as they use sit and ride toys with exceptionally good skill. Themes such as walk to pre-school week further promote children understanding of healthy lifestyles.

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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