

# Fleet Methodist 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

Fleet Methodist Church Pre-School registered in 1974. The pre-school is situated in the Methodist Church in Fleet, Hampshire. The pre-school is registered on the Early Years Register. The pre-school operates from two halls and various rooms situated in the church and have sole use of the rooms and halls they use when children are present. Children have access to an outdoor area. The pre-school serves the local community.

The pre-school is registered for 28 children aged between two and under five years. There are currently 68 children on roll. The pre-school is in receipt of funding. Children attend for a variety of sessions. The pre-school welcomes children with special educational needs and/or disabilities and those who speak English as an additional language.

The pre-school group opens five days a week during school term time. Sessions are from 9am to 12.30pm then 12.30pm to 3.30pm. A lunch club runs everyday except Wednesday from 11.30am to 12.30pm. Seven staff work with the children on a full-time and part-time basis and of these five hold relevant early years qualifications. The pre-school receives support from the Early Years Development and Childcare Partnership.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children benefit from the stimulating environment that nurtures their natural curiosity and enables them to make excellent progress in all aspects of their learning and development. The highly motivated staff provide children with an outstanding range of activities and experiences. Overall, the outside area is used well to enable children to play outside in all weathers. Staff clearly recognise and respect the uniqueness of each child and the close working partnerships with parents result in all children's individual needs being met extremely well. Comprehensive self-evaluation methods are used by all staff to frequently review their practice. This ensures they are extremely well placed to maintain continuous improvement to enhance children's care and learning.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the outside area with particular regard for children to access energetic physical challenges and activities.

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

The pre-school is exceptionally well managed and organised. Children benefit greatly from the pre-school's highly stimulating play environment and the very stable and well-qualified staff team in place. A strong emphasis is placed on safeguarding children by staff who clearly recognise their responsibilities in keeping children safe and the procedures to follow if they have concerns about a child in their care. Excellent recruitment procedures and the staff appraisal system ensures all staff remain suitable to work with the children. Children's safety is given high priority and all visitors are required to sign in and time of arrival and departures are recorded. Secure systems are in place to ensure any other people using the church premises do not gain access to the children in the pre-school.

Staff are aware of their individual roles and responsibilities and deploy themselves effectively to ensure all children receive high levels of individual care and attention. All staff are highly skilled and enthusiastic in providing a rich environment full of opportunities for children who also contribute to the planning systems in place. A comprehensive range of risk assessments, the daily safety checks and careful monitoring by staff contribute to children playing in safe environments. Children can independently access a wide range of stimulating resources and equipment both inside and outside. Inclusion is threaded through all aspects of the pre-school and children are effectively provided with activities to help them learn about other cultures and peoples' differences. Staff know each child well and encourage each child to recognise their own unique qualities. They ensure each child feels a sense of belonging and are able to take part fully in the activities and experiences offered.

Staff work closely with the local school to ensure that the transition from pre-school to school is sensitively handled and children are well prepared for the next step in their education. Strong partnerships are established with parents and other professionals, ensuring children's individual needs and requirements are consistently recognised. Parents make many positive comments, these include how happy and settled their children are and how the approachable and friendly staff enable them to feel their child is safe in their care. Comprehensive information about the pre-school and the early years learning goals are displayed on notice boards around the areas used by the pre-school along with general information that parents may find of interest. All children's documentation and records are kept up-to-date and in good order with all the required information obtained from parents before their child starts.

A new supervisor is in place and she is very supportive towards the staff and has developed excellent relationships with them. The church management team, supervisor and staff all share the same ethos to ensure the children receive excellent care and outstanding opportunities to learn and develop. There are very effective systems in place to evaluate the pre-school and to identify areas for further development; these include questionnaires completed by parents. The pre-school has improved the outdoor area since the last inspection to provide children with more opportunities to play and learn outside and realise the development of

the outdoor area is on going to promote all areas of children's development. To support effective leadership and management the pre-school recently completed a quality assurance scheme with the local council the results of which reflect the high quality care and learning opportunities they offer.

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

Children are incredibly confident, happy and secure in the pre-school. They make active choices and take decisions as they initiate and extend their own play and learning. Children play in an inviting welcoming environment with excellent access to a vast range of attractive toys and resources that provide stimulating and challenging experiences to promote their learning. Children can choose to free flow between the indoor and outdoor area in all weathers. Children readily enjoy creating their own play and learning. For example, some children decided to paint the fences using a variety of paintbrushes and water. Children's progress is exceptionally well supported by staff who extend children's learning by asking relevant questions such as 'Why did this happen?' and 'What are you doing?'. Children are encouraged to help plan activities based on their interests, spontaneity and preferences. For example, staff readily provided a post office role play area so children could post their invitations to the Royal wedding and extended the planning to include Kings and Queens as the children showed great interest and enthusiasm regarding the Royal wedding.

Staff have a very sound working knowledge of the early learning goals and ensure that these are fully covered during focused and child-initiated play. Staff make frequent observations that are used very effectively to assess children's progress and to inform future planning for each child. New staff do not make observations on the children until they are secure in their knowledge and children have developed good relationships with them. These measures ensure the observations effectively reflect where each child is in their learning. Each child has their own file which includes examples of their work, photographs and observations. These files are readily accessible to the parents to keep them informed of their child's progress and development.

Children show they feel safe. They have developed secure and trusting relationships with the staff and each other. Excellent procedures and activities enable children to begin to be aware of their own safety. For example, staff talk to them about stranger danger and visits from a dog handler with their dog enabled children to be aware of what they should do if approached by a dog. Children are aware of the steps to take in an emergency when in the pre-school as they regularly practise the emergency evacuation drill with the staff. Children are consulted about all aspects of the pre-school through questionnaires and staff seek their views regarding potential new staff who have visited the pre-school in the morning. Children learn about the wider world and the lives of others in a variety of ways including visits from other professional involved in the community such as, police officers and vets. They readily celebrate festivals and events that are important to them and their families.

Staff are attentive in promoting children's problem solving and learning about numbers and size is well featured in everyday events. Children's creative development is well promoted as they have access to a variety of materials with which to paint, make models, glue and stick, enabling them to explore their imagination and creativity. Children thoroughly enjoy making music independently or with a friend outside as they use a variety of equipment attached to a fence to make sounds, such as saucepans and wind chimes. They readily join in singing and action rhymes at group time, helping to choose the songs and rhymes. Children use a range of technology to develop their skills, such as computers, and they readily take pictures of their friends and staff using a camera.

Children develop close relationships with staff and each other, inviting adults into their games and playing alongside each other well. Children behave extremely well, listening to the adults and each other without interrupting, taking turns to speak, show respect and care for each other and sharing the toys and resources when required. Staff promote children's understanding of their own self-care and the importance of good health, through extremely good hygiene routines and nutritious healthy snacks. They readily talk about the different parts of their bodies and help each other draw around their bodies outside so they can see the shape and size of their body.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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