

# Moreton Baptist Church Pre-School & Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	306430
<b>Inspection date</b>	09/03/2011
<b>Inspector</b>	Christine Stewart
<b>Setting address</b>	Moreton Baptist Church Hall, Hoylake Road, Moreton, Wirral, CH46 6DF
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<b>Email</b>	
<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**

Moreton Baptist Church Pre-School is a committee run group and has been established for 38 years. It operates from designated rooms within the church hall in Moreton, Wirral. A maximum of 33 children aged two to five years may attend the setting at any one time. The service is open five days a week from 9am to 12pm and from 1pm to 4pm during school term times only.

Children from the local community and surrounding areas attend the setting. There are currently 77 children on roll aged from two to five years. All children are within the early years age group. This provision is registered by Ofsted on the Early Years Register. The setting employs eight members of staff, including the manager. Seven staff are qualified to Level 3 or above in early years. One member of staff has achieved Early Years Professional Status and another staff member has gained a distinction in her Foundation Degree in Early Years Practice. The setting receives support from the local authority early years foundation consultant.

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

Overall the quality of the provision is good.

Staff ensure the environment is warm and welcoming. Robust safeguarding procedures are in place and children's individual needs are met. Children are making good progress in their learning and development and are supported by staff that monitor their development. Partnership with parents is well promoted and partnership with other providers delivering the Early Years Foundation Stage is initiated. Consequently, the setting has the capacity to maintain continuous improvement.

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

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

- develop further the systems for sharing information with other providers of the Early Years Foundation Stage
- review the procedures to encourage more parents to contribute to their children's learning journals.

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

Comprehensive policies are in place to safeguard children and staff are aware of the child protection procedures to follow. The setting has a designated safeguarding member of staff who has attended additional training to provide leadership in this field. Risk assessment of the areas and resources used are carried out and recorded. Robust recruitment and vetting procedures are in place.

The manager and staff have completed a self-evaluation process which they view as an ongoing tool to identify areas for improvement. The staff group have continued to develop their knowledge and skills through training. The list of workshops, training courses and qualifications obtained is commendable. This continued commitment demonstrates their dedication to improving outcomes for all children.

Partnership with parents is well promoted and there is a daily opportunity for information exchange. Parent questionnaires are undertaken to obtain their views and comments on the service offered. More formal meetings about their child's progress in their learning and development are held three times a year. Parents can access their own child's learning journey and some include their comments. The pre-school staff endeavour to promote effective links with other settings children attend and outside agencies, in particular when supporting children with learning difficulties and disabilities. However, such systems are not fully implemented for some children who may attend additional settings, such as childminders. The setting has good links established with the local school to assist a smooth transition.

The provision supports and promotes equality and inclusion and the setting is accessible to all. There are planned activities, to help develop children's awareness of different cultures. Toys and resources are well organised which children can access with no gender bias. This has a positive impact on their learning and development.

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

Children excitedly enter the provision. They find their name card which staff have placed on one of the chairs arranged in the semi-circle. They settle quickly, eager to join in with the registration/welcome session. They express their delight as a member of staff brings five monkey finger puppets from her 'special bag'. They loudly join in with the song 'Five naughty monkeys'. They skilfully calculate how many puppets will remain after each verse. They state that today is Thursday which means toast for snack time. These familiar routines help children to feel secure in the environment, as they can predict what happens next. Following registration they quickly leave the circle to go and participate in an activity of their choice. Some children go and put on paint aprons and begin to create their pictures using brushes, fingers or hands. Others choose to go and play in the home corner or explore with sand, paint and lentils. Language and learning is well promoted as staff effectively deploy themselves to extend children's understanding.

Language and literacy skills are well promoted as the children recognise their own names on the registration cards and help themselves to books. Staff use books well to develop children's awareness of countries, cultures and habitat. They skilfully foster children's interest and involvement as they share the story of a migrating swallow. Children are keen to 'remind' the staff about the details of the bird's migration to Africa. This prompts lively discussion and introduction to what

other birds might migrate to further extend children's understanding and knowledge.

There are daily opportunities for children to benefit from fresh air and outdoor play. Children can choose to be active and run and climb on the apparatus or become involved in an alternative pursuit. They can mark make on the ground with chunky chalks, look for treasure hidden around the area by staff. They use magnifying glasses to look for treasure or mini beasts, engaging staff in their play and conversation. They count in sequence, compare size and shape of insects and objects demonstrating their understanding of number, size and shape.

Children have good opportunities to explore a range of resources and activities to support their learning. Computers and programmable toys enable children to learn about technology. They explore sound as they use their musical instruments to accompany the song 'I am the music man'. They develop awareness of their local community through visitors to the setting, such as the police and their police dogs. Children also develop awareness of the wider world through books, resources and celebrations of festivals. Children learn to share, take turns and are given roles of responsibility, helping to promote their self-esteem and confidence. For example, at tidy up time when they listen to the tidy up bell they are encouraged to assist staff by putting puzzle pieces on the tables or in boxes, tidying away the construction blocks and tidying the home corner.

The children learn about safety during their play and not to run around indoors. They regularly practise the fire evacuation procedure with staff. Good health is promoted by daily access to fresh air and exercise. Children recognise when they need hydrating and help themselves to water from the accessible water jug. They wash their hands and follow appropriate routines to support their well-being.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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