

Chatsworth Baptist Church Pre-School

Inspection report for early years provision

Unique reference number	144047
Inspection date	17/06/2011
Inspector	Tracy Weight
Setting address	Chatsworth Way, London, SE27 9HN
Telephone number	0208 761 0011
Email	office@chatsworthbaptist.org.uk
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

Chatsworth Baptist Church Pre-school has been registered since 1992 and is based in West Norwood. The preschool uses church premises, which includes a large main room, and with the exception of Wednesdays, a large hall. Children also have access to a large outside play area. The setting is open during school term time, Monday to Fridays from 9.15am until 12.15pm.

The preschool is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They may accept a maximum of 24 children aged 2 years to eight years, of whom not more than four may be under three years at any one time. The preschool currently supports children who have special educational needs and/or disabilities and children who are learning English as an additional language. There are currently 24 children from two years to five years on roll. The preschool provides free early education for three- and four- year old children.

The preschool employs four full time, and one part time staff members. All staff hold NVQ level 3 early years qualifications or equivalent. The preschool receives support from the London Borough of Lambeth's early years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are motivated learners who engage positively with the range of stimulating experiences provided for them in this inclusive preschool. Parents and carers play an integral part in the running of the preschool and make positive contributions to their children's learning. The provision is generally effective in meeting individual needs; outcomes for all children, including those learning English as an additional need and those with special educational needs, are good overall. Effective evaluation accurately identifies areas for improvement, so the preschool demonstrates a generally good 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:

- Enhance provision to enable children to make more choices and develop greater independence skills.

The effectiveness of leadership and management of the early years provision

Children's well-being is prioritised and staff conduct exceptionally robust risk assessments, which are effective in ensuring all children's safety is maintained whilst on the premises. Staff help children to develop a growing awareness of how to keep themselves safe, whilst enabling them to still take risks to help them develop and learn. Robust recruitment procedures are in place to ensure that staff are suitable to work with children. There are effective child protection procedures in place and staff know what to do if they have any concerns about a child. However, the policy does not include the procedure to be followed if there are allegations against staff. This is the breach of a legal requirement, but has not had any impact on children's safety or well-being.

The staff team is well-motivated, and they show a strong desire to drive future improvement, which they do well. The leader has a generally good knowledge of the strengths and weaknesses of the preschool and they take well-chosen actions to improve outcomes for children. The staff team are highly committed to their own professional development and they use their increased knowledge and skills well to continually improve the quality of the provision. Staff promote equality and diversity effectively across the preschool, and help children to develop a sense of belonging by ensuring that the setting represents their home language and cultures. They support all children well, including those learning English as an additional language, and those who have been identified as having additional needs. Staff play and talk with children, skilfully extending their learning. As a result, outcomes for all children are good overall.

The preschool is very well equipped to support children's learning and development across the six areas of learning. Staff generally manage available resources well to ensure generally good outcomes for children. The outdoor area has recently been a focus of successful improvement, and overall, children benefit from an exciting range of activities both indoors and outdoors to support their learning. However, although children are able to choose their activities and resources, the organisation does not enable them to make their own choices about when they want to play indoors or outdoors.

The nursery has developed a highly effective partnership with parents and carers who are well involved in decision making. They play a big part in the day-to-day running of the preschool. They volunteer on the committee, regularly assist staff in the running of the sessions and organise special events and outings. Effective systems ensure continual communication between staff and parents about children's interests, development and next steps in their learning. This helps staff to know children well and to ensure activities and experiences meet their individual needs. The nursery has established excellent links with other agencies and professionals and this results in exceptionally well-coordinated programmes of learning for children who have been identified as having special educational needs and/or disabilities.

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

Children eagerly enter the preschool each day, keen to play and explore the activities available. They generally behave well and respond to gentle guidance by adults. Staff know children well and follow their interests in planning activities. Observations are linked to the six areas of learning and are mostly used well to inform planning for individual children's next steps. This helps them to move forwards in their learning and gain good skills for the future.

The outdoor area is imaginatively laid out, with activities which excite children and motivate them to learn. They show good levels of cooperative play and problem solving skills in their play; these are exemplified when they work out how to make a den using ground sheets. They make the inside cosy with bean bags and then sustain considerable attention as they look at books, carefully turning the pages one at a time. Children show curiosity and take interest in their wider environment when they listen for sounds, or dig in the soil. They play energetically; balancing, climbing, running, and riding bikes. Children are adventurous and take risks in their play, but they also show an awareness of keeping themselves safe, demonstrated when they enthusiastically climb up the small apple tree, but know when they have reached the point it is unsafe to go any higher. They use brushes to paint the fence or make marks on the ground. and happily share books with their friends in their "den". Children are developing a good awareness of the importance of developing a healthy lifestyle. They manage their own hygiene routines appropriately, and happily eat their fruit at snack time. The organisation allows children relatively good opportunities to develop their independence skills, but opportunities are not fully exploited; for example, older children show independence at snack time by pouring their own drinks, but younger children are not expected to do so.

Children are confident at organising their own play, as well as taking part in a variety of adult-led activities. They are enthusiastic communicators, and all children, including those learning English as an additional language and those with special educational needs and/or disabilities make good progress in their language development. They enjoy listening to stories read by adults and participate enthusiastically with a range of songs and rhymes. They enthusiastically join in "show and tell" sessions where they talk confidently about items they have brought in from home. They listen carefully to others, and ask interesting questions of their friends.

Parents speak highly of the preschool and contribute exceptionally well to the preschool community and their children's learning. They enjoy helping with activities during the sessions, supporting on trips, organising events and sharing children's books with them at home.

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	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure the safeguarding policy also includes the procedure to be followed in the event of an allegation against staff, and make this known to staff and volunteers (Safeguarding and promoting children's welfare) (Childcare Register)

30/07/2011