

The Mustard Seed Christian Pre-School

Inspection report for early years provision

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Inspector Silvia Richardson

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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

Mustard Seed Christian Pre-School was registered since 1997. It is registered on the Early Years register for a maximum of 24 children from two years to the end of the early years age group at any one time. There are currently 28 children on roll. The setting receives funding for the provision of free early education for children aged three and four. The Pre-school is located in Herne Hill in the London borough of Southwark and operates from one large room in a church hall, with access to an enclosed outdoor play area. The Pre-school is open five days a week during term times. Sessions are from 9.30am to 12.30pm. Children attend for a variety of sessions and come from the surrounding area. The Pre-school supports children with learning difficulties and/or disabilities and children for whom English is an additional language. There are at least four staff working directly with the children every session and volunteer parent helpers supporting children on a rota basis. At least half the staff have relevant early years qualifications. Staff have access to training courses and support services run by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy and thriving through secure relationships and consistent, familiar routines. They thoroughly enjoy a wealth of exciting and stimulating activities, in a busy, purposeful environment, supporting high achievement. Adults are highly effective in promoting learning, working skilfully, creatively and innovatively with children, promoting best possible outcomes. Every child is fully supported, recognising and valuing the uniqueness of each child. Highly inclusive play and learning experiences are enabling all children to make excellent progress from their starting points. Most play and learning experiences are exceptional, especially children's learning through role-play. The provider has high expectations and standards which are embedded across all areas of practice. Self-evaluation is exceptionally good and is an accurate appraisal of the staff teams' effectiveness in driving continuous improvement.

What steps need to be taken to improve provision further?

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

- incorporating into planning, the arrangements for setting out the hall with regards to the different ways in which boys and girls learn

The effectiveness of leadership and management of the early years provision

Children are safeguarded through strong supporting policy and senior staff being fully trained in child protection procedures. All adults are appropriately vetted, ensuring their suitability. They have ready access to training and literature; understand procedures and lines of responsibility for reporting any safeguarding concerns. Much attention is paid to security, of the premises and of arrangements for collection of children, ensuring their safety at all times. Risk assessment is thorough and highly effective in enabling children to move around safely, confidently and independently. Adults are highly vigilant and consistently attentive to children's learning of safety issues. Strong partnerships are forming an integral part to promoting inclusion and are highly successful in enhancing equality of opportunity. Children receive excellent support, promoting successful integration, including individual staggered start dates and personal attention when first attending the setting. The uniqueness of each child is highly valued and shines through the visually stimulating and interactive environment, which includes large scale photographs of the children and key persons.

Children are inspired to learn and make exceptional progress through strong team and partnership arrangements. Parents and carers are actively involved and make a really positive contribution, such as supporting children's personal and social skills and their learning about healthy eating at snack times. They provide feedback through well worded questionnaires that actively encourage comments, suggestions and expression of thoughts for children's next steps learning. Morale is very high and belief in the settings success runs through all levels of staff. They evaluate the setting exceptionally well, with many practical examples and comprehensive detail of how they meet the needs of all children. Clear priorities for the future show how the provider constantly strives to achieve best possible outcomes for children. Staff and resources are exceptionally well deployed with excellent use of space, ensuring all children enjoy a wealth of play and learning opportunities, in a caring and nurturing environment. Adults' interaction with children and creative use of resources is exemplary, motivating, inspiring and enhancing children's learning experiences.

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

Adults support children's learning and development exceptionally well, encouraging their curious minds and building on their spontaneity with readily accessible resources. Children enjoy high quality learning experiences, through practical, inspirational role play activities. Thoughtful planning is ensuring every child has opportunities for enjoyable and challenging experiences across all areas of learning. Information from observation and assessment is used extremely well, targeting learning areas and enabling children to make rapid progress towards the early learning goals. Next steps planning, links well with both past and future learning, enabling children to hone their skills. Small group activities are skilfully

led and managed, promoting inclusion and enabling every child to make a positive contribution to discussion. Adults are mindful of the different ways in which children learn, especially boys and are aware of preferences to sit or stand at activities, responding positively. Planning clearly identifies children's specific likes and interests and adults make arrangements for supporting learning styles, while children are using various materials. The provider has perfected their systems for evaluating children's progress, successfully threading learning intentions through all areas, providing a clear account of children's learning journey.

All children have consistently positive learning experiences, through a rich and varied programme. Interesting and exciting, practical role-play activities are inspiring children's learning, so that their enjoyment and achievement is exemplary. Children are very knowledgeable in a wide range of topics and express their understanding articulately. Adults use a 'child verbal reflection' sheet, to accurately record and incorporate children's views into planning; questions such as 'what do you like doing most of all', 'can you show me some things you have done' and 'how did you learn to do that', are effectively helping children to recognise and express aspects of their own learning. Adults are highly effective in engaging children, enabling them to focus and concentrate well, enabling them to acquire an extensive range of skills to the future. Children continuously make a valuable and positive contribution, such as sweeping up their sand spills and working collaboratively to put toys away at the end of the session. Children display an excellent awareness of safety and recognise and understand how to keep themselves and others safe. They are highly independent with hand washing and have a really good understanding of the importance of being active and eating healthily.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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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