

Redhill Baptist Church Pre-School

Inspection report for early years provision

Unique reference number	122606
Inspection date	01/03/2011
Inspector	Helen Penticost
Setting address	Hatchlands Road, Redhill, Surrey, RH1 6AE
Telephone number	07546215824
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Redhill Baptist Church Pre-School was registered in March 1992. It is located in church premises in the town of Redhill in Surrey and welcomes children from all religious backgrounds. A maximum of 26 children may attend the pre-school at any one time. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school is open during term time only. Sessions for older children begin at 9.15am until 11.45 on Mondays, Tuesdays, Thursdays and Fridays and on Wednesday afternoons from 12:15 to 14:45. There are four afternoon sessions for younger children from 12:30 to 15:00 on Mondays, Tuesdays, Thursdays and Fridays. There are currently 54 children on roll and the pre-school are in receipt of nursery funding. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. Eleven members of staff work with the children of whom seven hold appropriate qualifications in childcare and early years education and two are working towards a qualification. The pre-school is a member of the Pre-School Learning alliance and receives advisory visits from the local Early Years Childcare Service.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is promoted well and their health and safety maintained, through the settings clear practices, policies and procedures. Overall, children make good progress in their learning and development, as they play in an inclusive, warm and welcoming, child centered environment. Partnerships with parents are fully fostered, which impacts positively on children's progress and well-being. The setting's clear system of self-evaluation, help to ensure children benefit from continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the organisation of snack time to ensure that children gain independence and are involved in the preparation of their own snack
- develop a regular two-way flow of information, knowledge and expertise with other Early Years Foundation Stage settings that children attend, to help support and extend children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded within the setting as there are effective procedures in place to be followed in the event of a concern being raised. Clear procedures are in place to ensure that staff working directly with children have undergone suitability checks. Policies, procedures and required documentation to support children's welfare are in place and are maintained to ensure confidentiality. For example, risk assessments are used to identify and minimise potential hazards. Children show that they feel safe and secure in the care of the staff as they freely approach staff for a cuddle when they are unhappy, unsure or need support. Children are enabled to take risks in safe surroundings, for example, they use the outside ramp to ride up and down on their bicycles.

The well established staffing team are committed to improving outcomes for children and their self-evaluation shows well targeted plans for the future of the setting. The staff attend regular training to update and compound their knowledge base. Resources are exceptionally well organised throughout the setting and are stored effectively to enable children to self select and initiate their own choice of play. For example, the setting have created a photograph catalogue of all of their resources to enable children to view all that is on offer to them. The staffing team work efficiently as a team which benefits the children and enables the staff to have a sense of ownership. They are exceptionally well deployed throughout the setting at all times, which ensures that each individual child is supported at all times.

The setting provides an inclusive environment, where children are valued as individuals. Through activities, outings and discussions, children learn about the diverse world in which they live. The clear equal opportunities policy is implemented well, ensuring inclusion is promoted and any form of discrimination is actively challenged. The setting is able to fully support children with special educational needs and/or disabilities and for whom English is an additional language, through effective systems that are in place. This results in children making good progress. However, effective partnerships with others providing early years care and education are lacking. Partnerships with parents are a very strong element within the setting. They receive an abundance of information about the setting and have regular newsletters to ensure that they are kept fully informed of events. Their input in completing some parts of their child's learning journal is fully appreciated and provides a basis for staff to plan for their individual development plan for the future. Parents comment very positively on the setting. They state they are exceptionally happy with the service provided and they feel fully informed of all information relating to their child's care and learning.

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

Children self select throughout their session from the equipment set out for them or from the clearly labelled storage systems. They freely explore their play and

learning, in a bright, safe and stimulating, child-orientated environment, provided by the effective staffing team. Children take part in a short circle time at the start of the session where they sing and sign a welcome song, to complete the register. They look at the letter sound of the day and the children share the items beginning with the letter sound that they have brought from home. Children are secure in their surroundings and are aware of their daily routines, for example, they quickly collect a carpet square and position it so that they are sitting in a circle. They thoroughly enjoy playing together within the home corner, using the dressing up clothes and acting out scenarios. They set out a lovely tea party and sing happy birthday. Children enjoy their time at the setting, building warm and friendly relationships with one another as well as the adults around them. The staff use stickers for rewarding good work and positive actions.

Children's interest in books and the written word are fully enhanced at the setting. For world book day children were encouraged to bring in a book and this was valued by the staff members as each child individually reads their book with them. They keenly sit in the book area reading with each other and staff members. They practise recognising their names when putting their coats and bags on their peg and as they self register. Beautiful displays throughout the setting have been created by the children some of which depict number rhymes. Children are able to recognise numbers, count with objects and use mathematical terminology such as small, medium and large.

They access a good variety of technological equipment including a laptop where they use a mouse with skill, a child-friendly camera and remote controlled toys. Children gain an awareness of different cultures through outings within the local community and also through visits from parents. They create still life masterpieces as they paint daffodils for Saint David's Day. Throughout the session children can choose to play either inside or out of doors as the setting operates a 'free flow' system. This enables them to develop independence and confidence. Within the garden, children access a slide, balancing beam, digging area and ride on toys. Children are encouraged to wash their hands after visiting the toilet and before snacks and meals. They access the snack bar where they eat their fruit from home. However, the organisation of snack times does not encourage children's skills of independence as their drinks are poured out for them.

Creative activities are readily available throughout the setting; for example, they access painting with brushes, collage materials and printing. Music and movement sessions are integrated into each child's day and they thoroughly enjoy singing and completing the actions to the music. The learning environment is laid out well to provide a good variety of activities that support all six areas of learning. Regular observations are carried out by the key persons to assess learning and progress, which are recorded in each child's learning journey. These are used effectively to identify what each child needs to learn next and this information is then used to plan activities to support further learning.

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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