

Castle Batch Community Pre-School Limited

Inspection report for early years provision

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Inspection date	22/09/2011
Inspector	Julie Neal
Setting address	Worle Baptist Church, 43 Rawlins Avenue, Weston-Super-Mare, North Somerset, BS22 7FN
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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*.

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

Castle Batch Community Pre-School is privately owned. It re-registered under its current registration in 2010. The setting operates from designated areas within Worle Baptist Church Centre, Weston-Super-Mare, North Somerset. There is a secure area for outside play.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 24 children in the early years age range at any one time; of these, none may be aged under two years. There are currently 38 children attending at different times. The setting is open from 9am until 3.30pm on Monday, Wednesday, Thursday and Friday, and from 12.00pm until 3pm on Tuesdays, during term times. The setting employs six members of staff to work directly with the children; of these, five hold early years qualifications to level 3 or above. The setting is in receipt of funding for the provision of early education places for three- and four-year-old children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met very well overall. They enjoy an extremely inclusive environment where an excellent system of individual planning ensures all children are supported and challenged effectively. As a result, children make extremely good progress towards the early learning goals, relative to their starting points. The setting demonstrates the capacity to make continuous improvements in order to sustain their high standards. Systems of self-evaluation are well established and effective, resulting in action plans for the future that focus on promoting good quality outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the two-way flow of information with parents regarding the recording of times that medication has been and is to be administered to their children
- review how snack times can be used more effectively to enable children to use their developing self-help skills, such as pouring drinks.

The effectiveness of leadership and management of the early years provision

Leadership and management in the setting is very good. The knowledgeable staff team have a thorough understanding of the requirements of the Early Years Foundation Stage. This is demonstrated by the effective procedures in place to safeguard children. Robust employment procedures help ensure that staff are suitable to work with children and there are effective systems in place to confirm their ongoing suitability. All staff complete safeguarding training and good use is made of short courses and team meetings to refresh and update knowledge. The staff team have an excellent awareness of safeguarding issues and of local procedures for reporting concerns. Children are safe and secure because staff conduct rigorous safety checks. Risk assessments and daily routines are extremely thorough. These take into account that sometimes other groups use different parts of the premises. For example, a member of staff accompanies children to the cloakroom in the communal part of the premises, to ensure children remain safe. Overall, documentation supporting children's welfare is well maintained. Systems for recording accidents and incidents involving children have recently been reviewed to improve confidentiality. However, there are weaknesses in the system for gaining information from parents regarding recording the times that medicines have been and are to be administered to children. This means that staff cannot be certain sufficient time has passed between each dose.

Overall, self-evaluation is very good. Managers promote a strong culture of reflective practice among the staff team. All staff take an active part in evaluating the effectiveness of the setting, in terms of outcomes for children. Staff encourage parents to provide feedback so that their views are included in evaluating the setting, for example, completing questionnaires. Action plans for the future focus very well on prioritising improvements that will have the most impact on children's experiences in the setting. For example, a review of the indoor and outdoor learning environment has led to changes in the way resources are organised and these are now more easily accessible to children.

Children benefit from an immensely inclusive environment. Staff constantly review their practice to ensure children's specific needs are met well. For example, children with complex health, learning, and development requirements are given excellent support and make extremely good progress. The staff team develop excellent relationships with other agencies involved in supporting children. Individual children's plans recognise the role of each agency. They are consistent in identifying aims and objectives to promote learning and development. Staff take great care to ensure children who have English as an additional language can communicate and be understood. Very good use of resources, such as picture signs and timetables, help children to communicate their needs and which activities they would like to do. Staff learn to speak and understand simple phrases in children's home languages. This develops children's confidence in communication as they learn to use English alongside their own languages.

The setting works very well with parents to ensure children's needs are met.

Parents receive good quality information about the setting, including key policies, procedures and an overview of the early learning goals. Daily discussion and extremely good use of learning diaries keep parents informed about activities their children have enjoyed and how these promote individual learning and development. Some children attend other settings that provide the Early Years Foundation Stage. The setting is pro-active in sharing information relating to children's learning and development, to ensure consistency in planning for individual progress. Overall, key workers establish very good relationships with other providers and develop an effective two-way system of sharing information.

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

Children's welfare, learning and development is promoted very well overall. The staff team's extremely strong focus on meeting each child's needs has resulted in very effective systems of planning for individual children. Staff make very good use of their excellent observations of children to establish their current stages of development and to identify their next steps in learning. As a result, children make excellent progress towards the early learning goals, relative to their starting points. Children enjoy an excellent balance of adult-led and child-initiated activities. Adult-led activities are generally focused on promoting specific skills. For instance, at the start of term when some children are new to the setting, staff organise simple games to teach children to take turns, listen to each other and to become confident in communicating in front their friends.

Children are eager and happy learners. They make very good use of the wide range of resources freely available to them. For example, using models of sea life and marine animals, the children create an underwater world. They spontaneously relate the creatures to pictures in a story book, which they select from a shelf to make closer comparisons. Staff extend this extremely well, encouraging children to look at a reference book of marine life. Children excitedly discover several types of whales and compare the differences. They enthusiastically talk about how dolphins and sharks differ from each other. Staff are extremely good at using discussion with children to encourage their critical thinking and problem solving skills. For example, children decide to build a castle from large wooden blocks. Staff encourage them to think about whether it will be round or square, how tall it should be, how many towers it will have and how much higher these should be than the castle wall. Children estimate the amount of bricks they will need to make one tower taller than the others. They measure themselves against it as they build because they are keen to see if they can exceed their own height. Children are learning very well about the wider world and respect for the environment. For example, they carefully recycle used wrappings and cartons from their packed lunches. Children can identify which types of plastic containers cannot be recycled and should be re-used if possible, for instance, when making models.

Overall, children learn very well about the importance of a healthy lifestyle. They

enjoy energetic activities, such as ball games and moving to music. These develop children's physical confidence and their awareness of how to control their bodies. Children enjoy running races and riding bikes and scooters. They are very confident as they climb and balance on a tree in the garden. Children learn to make healthy choices about what they eat, for example, at snack time they help themselves to a good selection of fruit before returning for a cake as a treat. Children demonstrate through play that they are developing confidence in everyday skills, such as pouring and cutting. However, they do not practise these in a practical context, such as at snack time because staff prepare and slice fruit and pour drinks for children. Children demonstrate a good understanding of how to keep themselves and others safe as they play. For example, children explain to a friend, who is new to the setting, that the 'stop' sign outside means bikes are not ridden past this point 'because we might have an accident'.

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	1
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	1
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	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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