

Fleet Baptist Pre School - The Views

Inspection report for early years provision

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Inspector	Hazel Farrant

Setting address	The Point Youth Centre, Harlington Way, FLEET, Hampshire, GU51 4BP
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Type of setting	Childcare - Non-Domestic

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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

Fleet Baptist Pre School - The Views registered in 2007, having previously operated under another name. The preschool is one of two community groups run by a committee, whose members are representatives of Fleet Baptist Church and parents of children attending the preschool. The preschool operates from the Point Youth Building which is situated in the centre of Fleet, Hampshire.

The preschool is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It may care for a maximum of 24 children from two to under eight years at any one time. There are currently 16 children on roll in the early years age range. Children aged three and four years are funded for free early education. There are procedures in place to support children with special educational needs and/or disabilities, as well as those children who are learning to speak English as an additional language.

The preschool is open term time only, from 9.15am until 12.15pm on Monday, Wednesday and Friday. On Tuesday and Thursday the preschool is open from 9.15am until 1pm and children also have the opportunity of attending the afternoon sessions at the Clarence Road site on these days. Most children attending the preschool are from the local community and may attend for a variety of sessions. The committee employ three members of staff to work directly with the children, two of whom hold appropriate childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a well-developed knowledge of the children's needs, gained through observations and discussions with parents. Overall, this promotes children's individual needs effectively and, as a result, children make good progress given their age, ability and starting points. Although the provider has committed an offence by failing to notify Ofsted of the change of committee members, the impact on the children is minimal. The learning environment is rich in language with labelling around the room, although key words in children's home languages are not yet on display. Regular self-evaluation highlights areas for development well and maintains focus in the drive for further improvements to the provision to continually enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the promotion of inclusive practice by displaying key words in children's home languages around the preschool learning environment
- develop effective systems to enable parents to contribute to the observation, assessment and planning for their child.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because staff have a secure knowledge of the indicators that would cause concern and the procedures to follow should they have a concern. All staff receive regular updates in safeguarding so that they are well informed. There is a comprehensive set of policy documents outlining procedures for all areas of the provision which are shared with parents. Most required documentation is in place and well organised. Children are safe and secure and risk assessments are updated regularly in line with the welfare requirements. However, the provider has failed to notify Ofsted of the changes to the members of the committee. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. The provider took appropriate action to ensure that there was no negative impact on the children. Committee members do not have any direct access to the children and have now completed the required documentation to initiate statutory checks.

Continuous monitoring of the provision takes place and appropriate changes are made. For example, recent changes enable children to be independent as they choose art and craft resources from mobile storage units. The recommendations from the last inspection have been successfully addressed. The manager and her staff team have completed and updated the Ofsted self-evaluation form and the views of parents and children are regularly sought through questionnaires. Their responses are accommodated wherever possible to benefit children's learning and developmental needs. Staff attend a wide range of training, including enhancements to their qualifications, and this is well used to enhance the provision. Even though display areas are restricted to set areas within the hall and storage is limited, the staff team work hard to transform a bare room into an engaging learning environment. Equality of opportunity is key to the provision to meet each child's individual needs. Children help to tidy away resources into trays and boxes that are both labelled with words and pictures to help their independence. Although there is labelling around the preschool learning environment, key words in children's home languages are not yet evident. Display screens show examples of children's creations and art work giving them a sense of pride. Free flow between indoors and outdoors is not possible at this provision. However, staff promote all six areas of learning effectively. They organise the play environment well, taking play equipment out in readiness for the children to have choices in what they would like to play with.

Parents receive a wealth of information prior to their child starting at the preschool

and are also invited to share their skills to enhance the educational provision. Observations are effective and are linked to the six areas of learning, clearly identifying the child's next steps in learning. However, currently parents do not have the opportunity to be involved in contributing to the observations, assessment and planning for their own child. As a result, important information to enhance the children's development and learning is not fully in place. Parents value the caring and experienced staff, the information about their child's development, and that they really care about the children. The preschool has a satisfactory understanding of the importance of exchanging relevant information with other provisions when a child receives education and care in more than one setting.

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

Children thoroughly enjoy playing in the bright and airy play environment. They move freely from task to task and independently interact with the resources they choose to play with. Children learn how to stay safe through clear explanations from staff. For example, children are given clear explanation of how to safely cross the car park when being escorted to the outside play area. Children clearly understand that they must not go further than the designated play area and listen well to instructions. Hygiene standards are good and children are learning the importance of washing hands, which is closely monitored by staff. Children enjoy healthy snacks of fresh fruit to which they help themselves, using a pair of serving tongs. Water is always available and children help themselves when they are feeling hot or thirsty.

Children's progress is monitored well and information is used to plan for each child, helping them to reach their full potential overall. Children behave very well. There are clear boundaries and routines, to which the children respond well. They talk kindly to their friends and are learning to take turns with toys and resources. They thoroughly enjoy the exciting stories read to them by staff, joining in with rhyming sequences or discussing the ending. There are plenty of opportunities for early writing, both inside and outside. For example, children paint water on the outside path and use a variety of tools to write letters in the sand. Staff discuss shapes and colours with the children as they piece together large floor puzzles. They count the number of children in preschool each day and sing number rhymes and songs. Children are proficient in the use of the digital camera, knowing which button to press and remind their friends to say 'cheese' when having their picture taken. These activities help children to develop good skills for the future.

There is a good selection of programmable and push-button toys across the provision. They learn about different cultures through a good selection of resources and displays, including musical instruments and books. Children enjoy topics about different cultures and talk about looking after the world through not being wasteful. They donate toys and resources to people who are less fortunate than themselves through taking part in organised charity events. Physical activities

are a priority and children thoroughly enjoy times outside. They expertly steer their sit-and-ride toys around objects and use balancing skills while using the stepping stones and stilts. There is a good range of creative activities available, including painting, making models with reclaimed materials, music and role play.

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	3
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

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: Met

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