

Cheam Baptist Church Pre-school

Inspection report for early years provision

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Inspector	Karen Roe
Setting address	Cheam Baptist Church Hall,, Malden Road, Cheam, Surrey, SM3 8QB
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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

Cheam Baptist Church Pre-School opened in 1971 and has been run under the current management since 1992. It is based in two adjoining halls with integral toilet facilities within the church premises. Children have access to a secure enclosed outdoor space. It is situated in the centre of Cheam, in Surrey and children attend from the local community. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend the nursery at any one time, including 40 in the early years age group. There are currently 66 children on roll aged from two to four years. The pre-school provides free funded early education for children aged three and four years. The pre-school supports children learning English as an additional language and children with special educational needs and/or disabilities. The pre-school opens five days a week during school term times. Sessions are from 9am to 11.30am or 12.30pm to 3pm for younger children and 9am to 12 noon or 12 noon to 3pm for children who are provided with free early education funding. There are eleven staff. Seven staff hold appropriate early years qualifications and two staff members are working towards a qualification. One member of staff holds a BA (Hons) degree in Early Years and is currently on study leave working towards a teaching qualification. There are two students at the pre-school who are working towards early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Extremely effective self-evaluation provides an accurate picture of the pre-school, with very clear targets identified for improvement. The coherent, committed staff team demonstrate an excellent capacity to sustain high standards and maintain continuous improvement. Staff are really well deployed and children enjoy worthwhile learning experiences, overall. Children are safe and secure because there are highly effective safeguarding policies and procedures in place. The extremely successful partnerships with parents, local schools and other agencies are a significant key strength in making sure the needs of all children are met, including any additional support needs. This means that all children make consistently strong progress given their age, ability and starting points.

What steps need to be taken to improve provision further?

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

- extending further children's mathematical understanding and development

through all their early experiences, including through imaginative play, stories, role play and games.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding are extremely robust to ensure that children are safe and are appropriately protected. All staff are vetted to check that they are suitable to work with children. A clear recruitment policy, coupled with thorough induction and appraisal systems address any training needs to help continually improve practice. Staff regularly update their safeguarding training so that they are knowledgeable and skilful in safeguarding children. The environment in which children are cared for is safe as a thorough risk assessment programme identifies hazards, and risks are minimised by highly vigilant staff. Staff teach children exceptionally well about safety issues whilst encouraging them to experiment and explore new challenges and experiences. Close links with external agencies and providers, including local schools and the local children's centre mean that information about the care, learning and development of individual children can be shared highly effectively.

Equality and diversity are promoted exceptionally well and there are very effective arrangements in place to identify and address individual needs. For example, language development of children learning English as an additional language is promoted by staff using useful words in children's home languages. Children from different backgrounds are supported to reflect their home situations in their play and learning, such as through the use of dual language books with headphones. Partnerships with parents are exemplary, contributing positively to children's achievements and well-being. For example, parent workshops are organised to develop parents' knowledge and understanding of different learning areas of the Early Years Foundation Stage. Regular newsletters to parents can be provided in different languages and 'What I Did' forms provide an excellent link between children's learning and development at pre-school and home. Adaptable settling in routines and solid induction programmes for families mean that all children are carefully integrated and their starting points are thoroughly documented. The organisation of open mornings that invite working parents and extended family members into the pre-school provide further positive links with parents and carers.

The manager enthuses and inspires staff with her excellent focus on reflective practice and securing of high success. A variety of strategies is in place to evaluate the quality of the provision, such as, the use of parent questionnaires to review practice. For example, views are sought on how the pre-school celebrate religious events, such as Christmas. Staff meet frequently to reflect on practice and identify areas for improvement, such as, increasing frequency of parent workshops as part of their action plan. Children's views are sought through fun questionnaires and have led to recent improvements; for example, by introducing a superhero theme to the writing area to encourage boys' engagement in early writing.

All recommendations from the previous inspection have been addressed successfully, including developing the role play area so that all children can make

connections between their play and home experiences. For example, staff provide a wide range of real food, and packaging is available to represent food from around the world to extend children's experiences. A quality assurance scheme has been successfully completed to review and improve practice improvements made include monitoring the deployment of resources and making sure that children have quiet spaces in which to reflect.

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

Children make significant gains in their learning in relation to their capabilities and starting points. Key persons build strong and trusting relationships with children and take care to identify individual needs and interests, including additional learning and developmental needs. Children are sometimes encouraged to express their preferences and interests to inform future planning. Staff are skilful at enabling children to take appropriate risks, for example, a young child is encouraged and reassured as he uses the large climbing frame independently.

Children thoroughly enjoy the spacious indoor environment and open access to outdoor play. Both the indoor and outdoor spaces are set out with a large selection of activities chosen by staff. Children are able to choose from an extensive range of other quality resources kept in low storage units that are positioned around the two halls. Children show interest in equipment such as, bikes, playdough, arts and crafts materials, books and role play resources. Staff are attentive and readily join children at their chosen play when appropriate. Progress is good in all areas, however, there are fewer play opportunities to extend children's mathematical understanding and development. Progress is particularly good in children's creative, physical and communication, literacy and language development. This is because excellent use is made of a range of easily accessible resources, including, glue, staplers, sticking materials, writing materials, books and large apparatus. The environment is safe, inclusive and welcoming and the variety of available activities, including multi cultural books and role play resources, help children to value diversity.

Children enjoy coming to the pre-school. High quality interaction makes children feel extremely safe and secure, for example, as they sit comfortably next to a reassuring adult during a group singing and story time. Children learn to keep themselves safe as they handle tools safely and competently. For example, children use scissors very carefully and communicate their thoughts about their own and others' safety when using sharp tools. Children show an exceptional understanding of following good personal hygiene routines, eagerly washing their hands before eating snacks. Children have ample opportunities to engage in an extensive range of physical activities, such as, climbing and balancing apparatus both indoors and outdoors, and gain an excellent understanding of the importance of adopting a healthy lifestyle. For example, children are keen to join in discussions at snacktime about how fruit will help your body to be healthy and strong. Children wear appropriate outdoor clothing of coats and boots in wet weather and

understand that they have to wrap up well to keep warm and to stay dry.

Children settle very well into the pre-school and develop excellent relationships with adults and form very strong friendships. Children show excellent skills of co-operation and negotiation as they play with others, for example, when sharing a one-seater bike. Children are highly valued by staff who have high expectations of them. These expectations are consistently met. Children contribute their thoughts and ideas through, for example, group times and by communicating extremely well with caring, sensitive staff. All children become active, independent and investigative learners. They explore their environment with curiosity and interest as, for example, they study tadpoles by using magnifying glasses. Children practise skills for the future as they very willingly, confidently and skilfully access CD players, computers, tally up transport numbers and share and handle books exceptionally well.

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

The quality of the provision in the Early Years Foundation Stage	1
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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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Annex B: the Childcare Register

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