

Iford High Road Baptist Church Pre-School

Inspection report for early years provision

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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*.

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Description of the setting

Ilford High Road Baptist Church Pre-School was registered in 1992. It has a Christian ethos and operates from a church building located near to Ilford town centre in the London Borough of Redbridge. It is close to local parks and other amenities. It is registered on the Early Years Register. The pre-school has the use of a large hall, one adjoining smaller room and an additional small room. The children also use an enclosed outside play area. A maximum of 36 children in the early years age group, over the age of three years may attend the provision at any one time. The pre-school receives funding to provide free early education for children aged three and four years. It is open each weekday from 9.30am to 12.30pm during term times. There are currently 34 children on roll. There are 11 staff, all holding appropriate childcare qualifications. The pre-school supports children learning English as an additional language, and children with special educational needs and/or disabilities. The pre-school receives support from the Early Years Pedagogy Advisory Team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are content in this bright, welcoming pre-school. They feel secure and enjoy their learning, benefiting from a varied range of well planned activities which help them develop generally good skills and knowledge in all areas of learning. Partnerships with parents are good, enabling the needs of most children to be met effectively. The manager and staff team know the children in their care well and are skilled at supporting those children with special educational needs and/or disabilities. The manager reflects on practice and shows a strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the daily record of children's hours of attendance is maintained for all children looked after on the premises. (Documentation) 08/05/2012

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

- further promote children's awareness of how to keep themselves safe by increasing the regularity of evacuation drills
- improve further children's opportunities to find out about and learn how to use appropriate information and communication technology (ICT).

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding issues and procedures to be followed, so protect children's welfare effectively. There are good systems in place to ensure procedures are followed in the absence of the manager. Robust recruitment procedures ensure that only those who are cleared to work with children do so. The record of children's hours of attendance is not always kept, which is a breach of a specific legal requirement; however, so far this has had no affect on children's welfare. The pre-school is secure and hazards are minimised with the use of an effective risk management system. All staff demonstrate their awareness of safety procedures as they move around the pre-school. All records relating to children's individual health and general well-being are well maintained. An evacuation procedure is in place and some practises of this system take place; however, these are not sufficiently regular to help children develop their understanding of how to stay safe in an emergency situation.

The whole staff team is enthusiastic and committed to providing enjoyable and stimulating activities for children, doing so effectively. Staff are supported well by the special educational needs coordinator who has good links with other professionals. This partnership working helps to plan specific activities for children with special educational needs and/or disabilities.

Staff appraisals encourage team members to review how they work, and staff discuss any concerns and plans for improvement at their regular meetings. The pre-school has made a number of improvements since the last inspection and continues to review the provision, making further useful improvements. Children play in a well resourced outside area. This space is not used as effectively as possible; however, the manager already identified this weakness and has suitable improvement plans in place.

Children and staff represent a wide range of cultures at this pre-school, and everyone is treated with respect. Children learn about a variety of languages and backgrounds when they dress in traditional costume in a celebration of their heritage. Staff use children's home languages when appropriate and plan carefully for all new children to make sure they, and their parents, feel welcome in the setting.

Staff generally provide a wide range of good quality resources and children benefit from activities to cover most areas of learning daily. There are limited opportunities for all children to use ICT equipment, however, which prevents children from practising such skills daily, if they wish. Staff are deployed well across activities to provide support as children play.

Parents are consulted about aspects of the provision and it is clear that parents and relatives feel comfortable when speaking to the manager and other staff at the beginning and end of sessions. Parents are familiar with their child's 'key person', so they know that they can speak to someone if they want to talk about their

child's development.

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

Children arrive full of enthusiasm and play happily in this pre-school. They form close relationships with the adults and other children, demonstrating this in their play. All children develop independence skills as they choose activities freely; they are inquisitive and fully engaged in their learning. They begin to develop early literacy skills well, readily picking out their name cards on arrival. Children are confident and active learners. They enjoy using their imaginations, adapting equipment to enhance their play. For example, they ask to make paper hats when they have finished drawing on their paper. Staff encourage them to think about what equipment they will need to shape and stick the paper in order to create the hats.

Children develop a broad knowledge of the local area and the world around them. They benefit from visits to the local park and library; visitors to the pre-school help them learn about healthy living. Children play happily alongside one another during imaginative play. Children make 'cakes' and 'cups of tea' for each other and adults, and dress up as postal workers to deliver mail. They are helpful to one another as they run to give a ball to a friend, so that they can play together, showing the harmonious relationships that exist between children.

The outside area is used to good effect overall. Children learn about growing from taking part in planting activities outside. They describe the methods they use and name the friends who also take part. Children learn about shapes and sizes when playing with sand and water, and they are developing early writing skills when painting and drawing. Staff demonstrate knowledge of the importance of providing activities to develop children's dexterity so that they have the skills necessary when learning how to write.

Children progress well as they learn how to stay healthy. They enjoy fresh air daily in the outside area and eager to exercise by using toy cars, balls and slides. Staff teach children to wash their hands before they eat, so children learn good hygiene routines. Children eagerly take on responsibilities, as they help themselves to fruit and pour their own drinks. Snacks are healthy, varied and organised to allow children to make choices about when and what they eat.

Children help themselves to tissues when they need them and are reminded to put used tissues in the bin. They help to tidy away toys and individuals take turns to choose what short DVD to watch after outside play on certain days. Children learn how to keep themselves safe, with reminders about 'rules' from staff. Children behave well as a consequence and picture prompts displayed inside and out, serve as further reminders.

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	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	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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