

Willesborough Baptist Pre-School

Inspection report for early years provision

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Inspector

Sue Taylor

Setting address

Willesborough Baptist Church, Hythe Road, Willesborough,
ASHFORD, Kent, TN24 0QR

Telephone number

01233632739

Email

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

Willesborough Baptist Pre-school registered in 2011 as a committee pre-school. Previously, the pre-school was privately run. It operates from two rooms in the Baptist church hall in Hythe Road. It is open Monday, Wednesday and Friday from 9am to 12 noon, during school term time only. Children have access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register. A maximum of 26 children from two years to the end of the early years age range may attend the pre-school at any one time. There are currently 29 children on roll, some in part-time places.

The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are eight members of staff, three of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 2. The manager is qualified to level 3. The pre-school provides funded early education for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The majority of children are making good progress in their learning, supported by strong links with parents. Children are valued for who they are and, overall, their diverse needs are nurtured positively. The pre-school maintains most of the required documentation and records well. The effectiveness of partnerships with others in supporting children's learning varies. The pre-school takes positive steps to evaluate and develop their practices. This demonstrates a good 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 record of the risk assessment clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation).
- 29/06/2012

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

- strengthen inclusive practices to ensure all children's diverse needs are fully

- promoted
- improve partnerships with others to effectively complement the education and care children receive in other settings.

The effectiveness of leadership and management of the early years provision

In general, the effective practices at the pre-school help safeguard children well. The staff undertake child protection training and are fully aware of the procedures in place. As a result, all are aware of what to do if there is a concern about a child. The pre-school has a risk assessment in place, with daily checks carried out to ensure the environment is safe and secure. However, the pre-school does not always record these checks or note any action taken following an incident. For example, a bolt was missing for a door leading to parts of the premises not used by children. Staff are seen to be vigilant and children are kept safe but the required documentation is not maintained. This breaches a legal requirement of the Early Years Foundation Stage framework.

There is an embedded drive amongst the staff to work well together. This helps enable all children to achieve as well as they can. The pre-school's self-evaluation takes into account the views of parents and others. It reflects the current good practices and identifies achievable areas for improvement. For example, the pre-school is purchasing outdoor play equipment to offer greater challenges for children's developing physical abilities. Most children spend good levels of time exploring the varied and interesting resources, both indoors and outside. In the quiet area is a book containing photographs of different resources and games. This helps children make choices about toys that are less easily accessible. The pre-school supports children well in enjoying outdoor play in most weathers.

Overall, children's individual needs are met well. The environment and resources reflect the home language and background of most children. The staff positively support children with specific care needs. They appropriately integrate them into the pre-school, enabling them to take part in all activities. The staff are aware of children's different learning styles and generally promote these effectively. For example, water painting outside encourages some children, particularly boys, to practise their writing skills.

The quality of partnerships with others is not consistent. Some good links are in place with some other early years settings that children attend. However, the good communication with some, that positively supports children's continuity of learning and care, is not in place for all children. There are effective liaisons in place with external agencies or services, where staff appropriately share information. This enables children to get the support they need. The pre-school has a highly positive relationship with parents and carers; the staff establish good communications that support the sharing of information. Parents appreciate the friendly and welcoming environment. They feel that the pre-school supports their child's progress well. Parents say the staff keep them well-informed about their child's progress and next steps. They attend regular meetings where key persons and parents discuss children's learning records. The policies and procedures relating to the pre-school's

practices are readily available.

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

Children settle extremely well, welcomed in by a warm and caring staff team. Most children are making good progress towards the early learning goals. Tracker assessment records show children's progress in the areas of learning. A child's key person identifies and plans for their next steps from observations made as they play. Children also make good progress in developing the personal qualities that enable them to develop positive skills for the future. Children play well on their own or with others. They happily play with children of different abilities or backgrounds. Access to resources that promote children's growing awareness of information technology is good. Children easily operate cause and effect toys and enjoy using calculators, digital cameras and a programmable robot. They like to use the torches, particularly when the play tents are out.

Children's creativity is developing well. They spend lots of time at the painting easel, taking great care over the colours they choose for their pictures. They know their work is valued as the pre-school displays some artwork in the hall. Children create collages from different materials using glue or sticky tape. Overall, the staff encourage children to write their own name on their work. The children's name cards are available to support this. Children use mathematical language as they play. For example, using number names when completing puzzles. Other resources and activities indoors encourage children to be active and curious learners.

Children thoroughly enjoy playing outside. They use the varied ride-on toys that require different methods to manoeuvre them or play basketball. Others may sit quietly and share a book with a member of staff or dig in the sand pit. Children engage in water painting but other experiences to support early writing are not always available outside to fully engage children's diverse interests.

The children display a strong sense of belonging and security. All appear settled and happy, showing confidence and good levels of self-esteem. They develop positive relationships with the staff and other children. They know the pre-school rules and keep to these with very little prompting from staff. They cooperate well as they play together and their behaviour is very good. Children gain an awareness of diversity and the wider world through activities and play. Children manoeuvre ride-on toys safely, regularly practise fire evacuation drills or use tools such as scissors and tape dispensers. As a result, they gain an understanding of how to keep themselves and others safe. The pre-school actively promotes children's awareness about healthy lifestyles. The children grow, prepare and taste vegetables such as potatoes. They follow good personal hygiene routines such as hand washing. Children enjoy the healthy food choices and drinks at snack time. The staff ensure that all children's individual health and dietary needs are met 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?	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	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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