

Testwood Baptist Church Pre-School

283a Salisbury Road, Totton, Southampton, Hampshire, SO40 3LZ

Inspection date	12/09/2012
Previous inspection date	13/10/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- A robust key person system ensures that staff know the children well and are able to plan interesting and challenging activities both indoors and outside.
- Children with particular needs or English as an additional language are well supported.
- Care practices are good and children learn about keeping themselves safe and are developing a strong sense of independence.
- Staff deployment is good and provides children with a safe, calm environment and good adult support.

It is not yet outstanding because

- self-evaluation does not include contributions from staff, parents and children.
- systems to keep parents informed about their children's achievements and progress do not include information regarding the areas and stages of learning in the children's learning records

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities throughout the pre-school
- The inspector looked at children's assessment records and planning documentation
- The inspector had discussions with the manager
- The inspector checked evidence of suitability of the staff

Inspector

Alison Kaplonek

Full Report

Information about the setting

Testwood Baptist Church Pre-School registered to care for children approximately 25 years ago. It operates from the Testwood Baptist Church Hall in Totton, Hampshire. It is a community group with Christian aims and beliefs and managed by a steering committee of church members. The pre-school welcomes children who have special educational needs and/or disabilities and children who have English as an additional language. The pre-school is registered on the Early Years Register to care for a maximum of 26 children from two years to the end of the early years age range. During term time the pre-school opens from 9:15am to 3:00pm, Monday to Thursday. Most children attend on a sessional basis and may join in with the lunch club from 11.45am to 12.30pm. The pre-school currently has 26 children on roll. There is a team of seven staff employed to work with the children,

of these, six staff have an early years qualification and the supervisor has a Foundation degree. There are two additional members of staff who provide supply and administrative cover.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve systems to keep parents informed about their children's achievements and progress by including information regarding the areas and stages of learning in the children's learning records.
- improve the effectiveness of self-evaluation by including contributions from staff, parents and children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make effective progress in all areas of their learning and development as a result of the delivery of good quality educational programmes. A robust key person system ensures that staff know the children well and are able to plan interesting and challenging activities both indoors and outside. They know that some children are outdoor learners and provide a wide range of activities outside such as painting the fence with different sized brushes, pouring sand down large tubes or stacking large blocks to make towers. Children are able to develop a good range of physical skills, think critically and explore during these activities with support and encouragement from well qualified staff.

The staff make accurate assessments of children's learning. They look at children's starting points when they enter the pre-school and involve parents in this process during initial home visits. They make numerous observations of each child and use this information alongside photographs and examples of children's work to build up an accurate picture of each child's abilities and identify any areas for development. Children with particular needs or English as an additional language are also well supported during this process. Any help from outside agencies is sought quickly to enable children to make progress and continue to be included in all activities.

Engagement with parents is effective. They receive a great deal of information about their children's learning and development. Parents can come into the pre-school and talk to their child's key person at any time. They receive accurate, timely reports about their child's progress in all areas of learning and can see examples of their children's work in the learning journals. However, the information in children's learning records does not

include the areas and stages of learning to reflect a true picture of each child's progress.

The contribution of the early years provision to the well-being of children

Children are happy, settled and enjoy their time at the pre-school. Care practices are good and children learn about keeping themselves safe and are developing a strong sense of independence. They confidently help themselves to equipment and interact well with staff, asking for help or support if required. Children know to wear the helmets when riding the big bikes outside and to wash their hands before eating their snack. They are able to self register before choosing what to eat at snack time and know to sit quietly while eating. Those children who find this process difficult, such as the younger children or children with particular needs, are very well supported by staff. Children are helped to find their name label or pour a drink and staff sit with the new or less confident children.

Children behave well and many play cooperatively with their friends talking about what they are doing or making rules for their games. They understand the rules of the pre-school and are learning that they must be kind to each other and take turns with equipment. Children often use the sand timer themselves to wait for their turn on a particular bike or to time their friends as other children wait patiently. Staff use good strategies such as a star system to encourage children to behave well and to be helpful. Children respond very well to this and ask excitedly "will I get a star for doing that?"

The pre-school staff share information about children's welfare and learning and development needs with other providers and work together to complement and support each other. They have visits from teachers from local schools to provide guidance on issues such as phonics or emergent writing techniques.

The effectiveness of the leadership and management of the early years provision

The pre-school supervisor and staff work well together to ensure the setting is organised efficiently and operates smoothly on a day-to-day basis. Staff deployment is good and provides children with a safe, calm environment and good adult support. A wide range of effective policies and procedures and accurate completion of records ensures children's needs are well met and that they are fully safeguarded. The named member of staff for safeguarding is well qualified and understands her local safeguarding procedures.

Effective systems are in place to ensure that all staff are suitably qualified and appropriately vetted. All staff take part in an induction process when they start at the pre-school and regular appraisals identify their future training needs. Staff organise the environment into learning areas to ensure it is interesting and welcoming for children and meets their learning needs. Management also monitor the education provided for children ensuring that children make good progress in all areas of learning. They work well with other agencies to ensure that any interventions needed are secured and children receive the support they need.

Self-evaluation is carried out and the pre-school supervisor and committee are able to successfully identify some strengths and areas for development. However, they do not include contributions from staff, parents and children in this process.

They have made good progress since their last inspection and improved the learning outcomes for all children at the pre-school.

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	109825
Local authority	Hampshire
Inspection number	813370
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	26
Name of provider	Testwood Baptist Church Pre School
Date of previous inspection	13/10/2009
Telephone number	023 80860281

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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