

Chatsworth Baptist Church Pre-School

Chatsworth Way, London, SE27 9HN

| | |
|--------------------------|------------|
| Inspection date | 03/12/2013 |
| Previous inspection date | 17/06/2011 |

| | | |
|--|-------------------------|---|
| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 2 |
| 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

- Children play in an environment that is continuously evolving to provide positive outcomes for all.
- A great emphasis is placed on children's safety. Risk assessments are thorough and robust and reflect the individual needs of everyone at the pre-school, helping to promote a safe and secure environment.
- Due to positive input and the skilled use of questioning by staff children are developing very good communication skills.
- Key persons plan activities and provide an environment that supports children's growing independence. Children are very caring and confident members of pre-school.

It is not yet outstanding because

- Staff miss opportunities to develop children's understanding of letter sounds.
- Children's developmental folders are not easily accessible to parents and carers resulting in missed opportunities to fully involve parents and carers in their children's learning journeys.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in and outdoors.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

Inspector

Karen Scott

Full report

Information about the setting

Chatsworth Baptist Church Pre-school registered in 1992 and is based in West Norwood. The pre-school uses church premises, which includes a main room, and with the exception of Wednesdays, a large hall. Children also have access to an enclosed outside play area. The setting is open every weekday from 9.15am to 12.15 pm, term time only. On Wednesdays the pre-school is open from 9.15am to 12 noon.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 18 children aged from two to five years on roll. The pre-school currently supports a number of children with special educational needs and/or disabilities and children who are learning English as an additional language.

There are six members of staff, five of whom hold appropriate early years qualifications in childcare to at least level three. The pre-school provides funded early education for three and four-year-olds. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- build on children's good letter recognition skills by ensuring that they hear and practise the sounds that letters make at all times.
- support parents and carers to participate in their children's learning by making developmental folders easily accessible, encouraging them to add to them.

Inspection judgements

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

Children participate in a range of adult and child led activities. They make choices about what they play with as toys and resources are clearly labelled and easily accessible. Staff offer a broad and varied curriculum that promotes challenge and learning in all areas of development. They are skilled at knowing when to stand back and let children lead their own play and when to offer encouragement and support that builds on children's learning. Children arrive happily at the pre-school and have formed strong friendships with adults and children. They play together and encourage others to join their play. Children are very kind to others, showing that they care, for example, by checking that others are ok if they trip over. Children are very happy but know that they can tell key persons how they are feeling; that staff will listen to them. Children take pride in the environment, singing as

they tidy away toys. They are proud of their achievements and celebrate those of their friends too, taking an interest in what they do. Children are caring, confident and independent, playing in an environment that enables them to flourish.

Children are developing very good communication skills. This is because key persons ask questions as they play that help them to think and talk through what they are doing, using new and descriptive words. To support children who may have English as an additional language, staff learn important words to aid communication and provide a very supportive environment. This results in children settling well and developing good communication skills. The environment is rich in the written word and there are many opportunities for children to identify their names. Due to staff input and the toys and resources used, children have developed excellent letter recognition. However, there are missed opportunities to promote the use of phonics, relating the names of letters to the sounds they make. Children help themselves to pens and are encouraged to develop their pre-writing and writing skills when they play. Consequently children are keen to attempt to write their names on artwork, receiving praise for their efforts. Children have good mathematical understanding. They play with toys and resources that develop their mathematical thinking and staff help them to think about size, number and shape as they play.

Children are becoming competent using tools, such as scissors and knives to create desired effects. This is due to the input they receive from staff who are quick to help children use scissors correctly, for example, praising all efforts. A range of tools that are easily accessible mean that children build on their confidence and skill in using them very quickly. Children develop their motor skills inside and outdoors. They ride on toys well and make good use of space, avoiding obstacles. They balance well on stilts and, overall, their physical skills are advanced. Artwork is displayed prominently and children take great pride in what they create. They enjoy exploring with their senses and staff encourage them to describe what they feel. Children enthusiastically participate in singing sessions, acting out songs with great keenness, showing confidence in front of their friends. Children play with programmable toys, helping them to develop their understanding of technology. They bring in toys from home that are connected to a theme, sharing them happily with their friends. Children touch and look, describing what they feel and learn about concepts such as the magnetic force during linked discussions about the objects they bring to the group.

Practitioners have high expectations of children but are skilled at knowing when they need support to develop their understanding and skills. Good levels of engagement in children's play helps to motivate the children and encourage their participation. This results in children trying out new activities and gaining a broad experience in areas that support their future outcomes. Key persons regularly observe the children and assess individual learning needs well to underpin their planning of activities. Informative plans are then shared with the whole staff team so that teaching is consistent. The focus on individual learning is helping children to make very good progress through the developmental stepping stones. Parents and carers are invited to meetings with their child's key person on regular occasions. They enjoy looking at their children's achievement records, learning about the progress that their children are making. However, the achievement records are not easily accessible. Key persons miss opportunities to enable parents and carers to add

to the achievement folders and therefore participate further in their children's learning journeys.

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

Children settle very well at the pre-school. This is due to key persons working very closely with parents and carers to ensure that children's individual care needs are met. Staff show children care and consideration, modelling this to children. This results in children welcoming others warmly, talking happily to their peers and encouraging others to join their play and share their toys. Good, supportive relationships with children's parents mean that information about individuals is easily shared and supports children's outcomes.

Children are very independent. They help themselves to tissues and wash their hands without prompting. They enjoy helping to prepare the tables for snack, pour their own drinks and pass food around, sharing. Snack time is a social occasion and children engage in conversation about foods they do and do not like. Staff help them to think about foods that are good for them and children understand why it is not a good idea to eat too much sugar, for example. Children play outside daily, putting on their own coats and helping those that are struggling to do up buttons. Before playing outside children discuss with staff what they would like to do. They understand the importance of physical exercise to a healthy lifestyle, deciding to run before playing with other toys. Children have a good understanding of playing safely. They know to hold hands when going to the kitchen to collect play dough, and where it is safer to play on tricycles when outside. Staff give clear explanations about why it is not a good idea to climb on furniture, for example, while encouraging children to add their input to such discussions.

Children are well prepared for the next steps in their education. The pre-school works closely with local schools to ensure that they are able to share information about children and thereby support their transitions. They do this by sharing children's achievement folders with new schools so that learning is continuous. The pre-school places great emphasis on supporting children to be independent learners who are ready emotionally and socially for school.

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

Leaders and managers at the pre-school demonstrate a clear knowledge and understanding of the learning and development and welfare requirements. Children play in a safe and secure environment because risk assessments, which cover all eventualities, are thorough and robust. Any potential risks are acted on immediately and action taken to ensure that the environment is safe for children. Staff clearly understand their responsibilities to safeguard children and the procedures to follow should they have any concerns. The safety of children is paramount to their practice and informative policies and procedures clearly reflect this aim.

All staff show enthusiasm in maintaining a productive learning environment that supports children's good outcomes. Staff are able to access regular training to improve their individual knowledge and skills. They visit other settings, sharing ideas for good practice and are keen to implement what they learn. Methods of monitoring and evaluating practice work well in supporting the setting to secure continuous improvement. Staff have a strong awareness of their strengths and areas that they would like to improve on. For example, they plan to visit a nursery with good outdoor plans in order to get ideas on how to improve their outside area and thereby maximise the benefits to children. Planning and assessment is monitored to make sure children's experiences are broad and varied and so that individual progress can be maintained for all children attending.

Children attending other settings gain good support through effective partnerships that staff have established with these other settings. Children's key workers share pertinent information about individuals to ensure continuity of care and learning. Parents and carers are welcomed warmly to the setting. They are encouraged to participate in the pre-school by sharing their cultures and information about careers with children and this lends further support to children's knowledge of the world around them. Parents are encouraged to bring in different fruits for snack time and to help their children choose books to borrow. Parents and carers highly praise the pre-school saying that their children settle very well and are developing excellent independence.

The Childcare Register

| | |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | Met |
| The requirements for the voluntary part of the Childcare Register are | Met |

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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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 | 144047 |
| Local authority | Lambeth |
| Inspection number | 925807 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 8 |
| Total number of places | 24 |
| Number of children on roll | 19 |
| Name of provider | Chatsworth Family Centre Committee |
| Date of previous inspection | 17/06/2011 |
| Telephone number | 0208 761 0011 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

