

Bideford Baptist Pre School

Bideford Baptist Centre, Mill Street, Bideford, Devon, EX39 2JR

Inspection date

06/01/2014

Previous inspection date

15/11/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Staff provide a broad range of inspiring and appealing activities, both in the setting and in the local environment. These are used effectively to support all areas of children's learning.
- The consistent team of staff establish strong relationships with the parents and children. As a result, staff know children well and meet their needs effectively.
- Children are able to learn outside frequently and benefit from this opportunity.
- Staff provide good support for all children. This is particularly effective for children with Special Educational Needs, as partnerships with parents and other professionals are very secure.

It is not yet outstanding because

- Although staff receive supervision and support from the manager, they are not supported in developing their practical teaching skills through on the job coaching and guidance.
- Group times are not always organised effectively to fully consider the needs and abilities of the children, so that they are challenged appropriately.

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 all rooms and in the garden.
- The inspector spoke with the staff, children and parents during the inspection.
- The inspector reviewed a range of documents and policies including children's observations and assessment records and staff suitability records.
- The inspector had a meeting with the manager.

Inspector

Anne-Marie Moyse

Full report

Information about the setting

Bideford Baptist Pre-school is a voluntary group run by a committee of parents. It opened in 1982 and operates from the Baptist Church Centre, situated in the middle of Bideford in North Devon. Children use three areas within the centre with access to toilet facilities. There is a secure area for outdoor play. The pre-school is open during school term times on each weekday from 9am to 4pm, except for Fridays when it closes at 1pm.

Children come from a wide catchment area in Bideford. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They care for children from two years old. There are currently 60 children on roll, all of whom are in the early years age group. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. The pre-school supports children with special educational needs and/or disabilities. The pre-school employs 11 members of staff, who are all qualified to level 3 in early years.

What the setting needs to do to improve further

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

- improve the rigour and frequency of supervision processes so that staff's professional development and effectiveness is continually enhanced
- review the organisation and routines of large group times to ensure that these activities are more adapted to suit the abilities and needs of the individual children, so children continue to be challenged at an appropriate level.

Inspection judgements

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

Children settle well in this welcoming environment, as staff provide a warm and enthusiastic welcome to all. Staff have a good understanding of how children learn and develop, and their role in teaching and supporting every child. Staff plan activities to cover all areas of learning and meet children's individual interests and needs to support their development. Children's progress records show their achievements through photographs and observations, and staff monitor them closely. Parents are able to meet with their child's key person at any time to discuss progress and next steps, with formal review sessions held each term. Staff are confident in completing the required progress report for all two-year-old children and in sharing the information with parents and other professionals. This involves parents fully in their children's learning.

Staff transform the shared premises into an interesting, safe and well resourced environment, making effective use of the various spaces available. This enables children to have plenty of choice in what to play with. The staff have developed the outdoor area to offer children a broad range of stimulating activities throughout the day. As a result, children's preference for learning both inside and out is well supported. Staff provide an appropriate balance of adult-led and child-initiated activities that helps children make good progress from their starting points on entry to the setting. At times children are split into two groups, for adult lead activities such as story times. However, staff do not always fully consider the individual needs of all the children in these groups. As a result, some children become restless and distract other children's concentration and involvement in the story. Children show their growing fondness for books as they ask staff to read stories to them spontaneously throughout the session.

Children are involved in a wide range of meaningful activities to develop their communication and language skills. They are able to recognise a range of letters and the sounds, as staff provide activities that keep them involved and interested. Staff encourage children to label their own pictures or show children how to write their names. Staff organise small group games where children listen to various sounds and link these to pictures. This focuses children's listening skills, and extends children's understanding of various animals in the world. Staff use daily routines to encourage children to listen and follow instructions. For example, staff ask children who are wearing a specific colour or pattern on their clothes to lead the way to wash hands for meal times. Staff use good questions to help children to comment on what is happening and encourage their language skills.

Children enjoy the opportunity to show their creative skills, as they stick a range of coloured papers, 'junk' and materials to create their own designs. Children confidently talk about what they have made. Children work together well, sharing the resources as they pass each other the glue and help to tidy up afterwards. Staff teach children to be independent learners and to create their own designs, giving children plenty of praise for their constructions. Children develop good mathematical skills and they count and calculate as they build towers with bricks. They balance the bricks with control and make the tower 'taller than their daddy'. Children have good opportunities to find out about the world around them, as they go to the local shops to buy healthy fresh foods for snack. The staff organise visits and outings, such as to the local Chinese Restaurant, as part of their celebration of different cultural festivals. Children learn about growth and life cycles as they visit a local park nursery to help plant seedlings for the park flowerbeds. First hand experiences, such as watching how chicks hatch from eggs, provide children with valuable knowledge to capture their curiosity and become enthusiastic learners. This helps to prepare children for their future learning as they move onto school.

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

Relationships between parents, children and staff are very positive. The consistent staff team uses the information gained from parents effectively to get to know each child and help them settle quickly into the setting. Staff clearly prioritise the well-being of children,

praising them for their achievements and reminding them to be polite and caring. Children show their consideration for others as they make dough cakes. They use various tools and scissors safely to cut and shape the dough to share with their friends, singing Happy Birthday in pretend celebrations. There is a very effective key person system in place and children build secure bonds with the staff. This promotes children's strong emotional well-being in readiness for effective learning. Parents are very happy with the level of care and attention staff provide for their children. Mostly children are confident learners and either ask for support when needed or play happily independently. Staff respond positively to children's requests for help or attention, encouraging children's independence in dressing. Children show a sense of pride and achievement by announcing they have successfully put on their own wellington boots.

Children are encouraged to develop healthy lifestyles well; they spend a lot of time playing outside in most weathers. They can move freely between the indoor and outside area, encouraging children to follow their preferences. Children have the opportunity to use a range of play equipment to develop their balance and coordination. They climb with growing confidence in their ability, safely managing to control their bodies on the climbing frame. Children practise their hand-eye coordination as they try to throw balls through the net. Staff provide a selection of resources and activities outside, such as construction sets, water trays and drawing materials. They also follow children's interests in jumping in the puddles left by the recent rains. Children jump and splash through the puddles watching what happens. Staff capture and extend children's interest by talking to children about the recent storms and the changes in the nearby river and sea. Staff work closely with the parents to ensure children have nutritious foods, such as fruit and fresh produce in their packed lunches. Children talk excitedly about the healthy options they have in their lunches, knowing what is good for them. Meal times are sociable and well organised to encourage children to develop their independence in pouring their own drinks and serving themselves.

Children show they feel safe as they confidently move around the playrooms. Most children's are independent in managing their own personal needs and following good hygiene routines. Staff attentively care for children in nappies making sure they are changed sensitively. The staff work closely with parents and other professionals to support children with Special Educational Needs. They use information gained from continual assessment to monitor all children's development. If they have any concerns over a child's well-being they quickly seek external assessment and guidance. The staff attend meetings and maintain close working relationships with parents and other professionals. This promotes a consistent and suitable support network to narrow gaps in children's development.

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

The manager has a good understanding of her responsibility in meeting all the requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, all children are fully included, well cared for and make good progress in their

learning and development. There are comprehensive policies in place, including safeguarding, which are reviewed and adopted by each new committee. Staff have a good understanding of their safeguarding and child protection responsibilities, and are confident to follow the setting's procedures. Staff are vigilant and supervise children at all times. They are familiar with the procedures for checking all aspects of the environment and in keeping the children safe. All systems required to promote children's welfare are in place and well documented. For example, systems for recording injuries and incidents are comprehensive and parents are informed as soon as possible. The manager understands her responsibility in keeping Ofsted notified of any changes or significant events. There is a suitable recruitment and selection process, with all staff undergoing suitability checks, and records kept. All staff are well qualified to at least level 3, and all hold current paediatric first aid training. Staff are supported to attend training events, receive annual appraisals and have supervision meetings each term. The manager works with the staff on a daily basis and oversees staff practice. However, currently the supervision process does not include direct observation of the staff when working with the children. As a result, there is no clear focus on improving staff interaction and teaching skills to enhance their practical skills in supporting children's learning. The manager receives support and guidance from early years teachers and advisers to identify areas for improvements. She attends local network leadership meetings to keep up-to-date with changes and new ideas. The parent committee members are involved in the organisation of the setting, with new members intending to be actively involved in monitoring the setting and continuing to raise standards. Most of the staff have worked together for some time and work effectively as a team. They have regular meetings so that they exchange information and evaluate the provision for children. Any comments from parents are welcomed and acted on. All staff have a positive and enthusiastic attitude to maintaining improvements. All recommendations from the previous inspection are successfully implemented, with the manager and staff identifying further areas for development.

Good partnerships with parents and other providers involved in the care of the children supports a consistent approach to meeting their care and learning needs. Staff make themselves available to talk to parents and childminders on collection, and the staff talk to other settings that children may attend to share information. The staff have effective systems in supporting children as they prepare to move on to school. Staff ensure that parents are familiar with the application procedure. Staff take children on visits to local schools when possible and for events such as nativity plays. Staff make sure they talk to the new teachers about children so that they are well supported as they move onto their next stage of learning.

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	106298
Local authority	Devon
Inspection number	916102
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	60
Name of provider	Bideford Baptist Pre-School Committee
Date of previous inspection	15/11/2011
Telephone number	(01237) 471893

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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, 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.

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