

# Brighton Road Baptist Church Playschool

Brighton Road, Horsham, West Sussex, RH13 5BD

<b>Inspection date</b>	15/01/2014
Previous inspection date	22/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 make good developmental progress because all staff work well as a team and take shared responsibility for observing, assessing and promoting children's learning in a fun and positive way.
- Staff notice what arouses children's curiosity and use their good knowledge of children's individual needs to join in their play and extend their learning.
- Children are motivated, independent and enthusiastic learners because staff are receptive to the choices they make and provide a good balance of free play and adult led activities.
- Children's individual needs are well met because staff successfully involve parents in children's learning through daily communication, newsletters, the use of a secure on-line assessment system and opportunities to join in activities.

### It is not yet outstanding because

- Staff do not always make a wide range of indoor resources available to promote children's physical skills, which means they are not always challenged in this area of their development.
- There is a limited range of accessible resources to extend children's ability to use technology and learn how things work.

## **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 the indoor area.
- The inspector completed a joint observation with the manager of the provision in the indoor play areas.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of parent's views spoken to on the day of the inspection and from documentation.

## **Inspector**

Catherine Greenwood

## Full report

### Information about the setting

Brighton Road Baptist Church Playschool was registered in 2008. It operates from the Brighton Road Baptist Church in Horsham, West Sussex. Children have access to a large playroom, a smaller quiet room and toilet facilities. Upstairs there is an additional room for the pre-school children with a large hall for indoor physical play. There is an area available for outdoor play. The provision is open five mornings a week, term time only from 9.15am to 12.15pm. On Fridays, children can attend a lunch club from 12.15 to 1.15pm and a session in the afternoon from 1pm to 2.45pm. There are 37 children on roll in the early years. The setting is in receipt of funding for the provision of free early education to children aged two, three and four years. It supports children with special educational needs and/or disabilities and children learning English as an additional language. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision employs ten staff of whom seven hold appropriate qualifications. The provision 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:

- extend and vary the range of indoor resources used to promote children's physical skills so they are always challenged in this area of their development
- strengthen the range of accessible resources to extend children's ability to use technology and learn how things work.

### Inspection judgements

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

Children make good developmental progress because staff have a good knowledge of children's individual needs and how they learn. They provide a good balance of adult-led and free play activities that capture children's enthusiasm for taking part in everything on offer. Staff notice how children engage in activities and promote their self-confidence through their own positive involvement. They pay close attention to what children say and do and know when to join them to offer support and extend their learning. For example, when a child decides to stick a piece of paper to the wall with sticky tape, staff help them achieve this by suggesting different approaches. Consequently, children show great pleasure as they achieve what they set out to do and are enthusiastic learners, which helps to prepare them for their future and starting school. Staff share responsibility for using a password protected on-line system to record their observations and assessments of children's learning. Consequently, they have a good knowledge of all children's

individual needs and work well as a team to plan a good range of activities. Their assessments include a termly summary of all children's progress as well as plans for reviewing children's progress at age two to three years. This system allows parents to be involved through contributing their own observations of children's progress at home. Parents spoken to during the inspection said they are very happy with how they are involved in the provision. For example, through daily communication, newsletters and the opportunities to come into the provision and take part in activities.

Children use a wide range of vocabulary, for example, words such as 'periscope' to describe their drawings. Children learning English as an additional language make good progress. Staff talk to children individually and ask questions that encourage them to say what they know and understand, as together they enter into discussions during activities. Children play in the small outdoor area and use resources, such as the bikes on a daily basis. Staff set up some indoor resources that generally promote children's physical development, such as stepping stones and a climbing frame, which promotes children's balancing skills. However, staff have not fully considered how to provide children with more challenge in this area of their development through making more use of indoor resources. Children show interest in making marks which helps them to develop pre-writing skills, for example, as they create 'letters' for a fireman from a well known book. They persist as they make envelopes and proudly show staff what they have achieved. Staff successfully encourage children who are less keen to write by providing a large white board which is made accessible on most days. Consequently, some children can now write their name with most letters correctly formed. In addition, staff work with small groups of older children to help them learn the sounds of letters using objects in a bag.

Children learn how things work as staff help them to use resources, such as a battery operated globe. Staff identify that there are remote controlled toys, torches, a CD player, a laptop and real cameras available for children to use. However, these are not made easily accessible at all times and this limits the opportunities for children to practise their skills in using technology. Children explore what happens when they mix ingredients whilst cooking, for example, as they make cheese straws. Staff plan art and design activities that provide opportunities for children to experiment with different textures. For example, they use paint, make robots from junk and play with water. Children are drawn into imaginative play as they dress up and pretend to be firefighters. Staff join in their play with enthusiasm, ask questions and sing related songs. As a result children are inspired as they pretend to drive the fire engine and use hoses to put out the fire. The manager works closely with the special educational needs co-ordinator and parents to meet children's individual needs. She helps parents make referrals to the health authority when needed, so that children receive support and intervention from outside agencies. For example, speech and language therapy. Staff talk to parents and implements any aims and objectives that outside agencies identify to help children make progress.

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

Staff provide children and their parents with a warm welcome when they arrive at the provision. They work together well as a team to help children who need additional

reassurance to settle, by giving them cuddles and sitting them on their laps for group registration. Children are well behaved, form good friendships and show consideration for others. For example, some give their friends a kiss when it is time to go home and some find chairs for other children, so they can join in cooking activities. Staff quickly intervene when needed and patiently encourage them to share the toys and overcome any frustration. They suggest that children use a sand timer, which helps them understand about taking turns and remind them to say please and thank you at snack times. Children are motivated, independent and enthusiastic learners because staff are receptive to the choices they make and allow them to use resources in a flexible way. For example, when children choose to throw balls for other children to catch in upturned fire-fighters hats. Staff promote children's understanding of healthy eating during discussions and activities. Parents provide fresh fruit and other healthy items for children's snack time and water is accessible throughout each session.

Children are provided with a stimulating, generally well-resourced and welcoming indoor and outdoor environment, which promotes their independence and most aspects of their development. They show confidence as they move freely between the large hall and adjacent smaller room and choose activities. However, some resources do not always provide children with enough challenge. Children learn about their own safety as they take part in regular evacuation practices. Staff promote their understanding of road safety during outings and make safety rules very clear from the start, as they teach children how use the stairs to the sports hall and the lift safely. Children are beginning to learn about differences in society. Staff use maps to talk with them about different countries, animals and food within the world. They invite parents into the provision to share information about their home cultures. For example, some parents bring Indian wedding invitations and menus from an Italian restaurant and help children cook Chapattis to take home. Staff plan activities in relation to traditional cultural and religious celebrations, for example, Harvest, Christmas, Chinese New Year and Diwali.

Children are emotionally well prepared for the next stage in their learning, because staff provide good support to prepare them for their move to school. Teachers from local schools visit the provision to talk staff about children's individual needs. Staff complete a 'leaver's summary' which is passed onto schools they are due to attend at the time they leave the provision. Staff offer parents help with completing school applications, particularly where English is not their first language.

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

This inspection was brought forward as a result of an investigation visit completed by Ofsted in April 2013, due to concerns that the provider initially failed to notify the local authority LADO about an allegation made against a member of staff. During the investigation it was found that although the provider took immediate action to suspend the member of staff, the provider did not have a secure knowledge and understanding of child protection reporting procedures, which is a breach of the Statutory Framework for the Early Years Foundation Stage. As a result, Ofsted raised an action for the provider to

secure their knowledge of the procedures to be followed in the event of an allegation being made against a member of staff. The provider responded appropriately to the action by reviewing and updating their policies and procedures, attending child protection training and sharing information with staff. As a result, all staff, including the named child protection officer now have a secure knowledge and understanding of child protection reporting procedures, including the action to take if an allegation is made against a member of staff.

The provision follows clear recruitment, induction and appraisal procedures to identify that staff are suitable to work with children. The manager and committee have recently introduced six monthly appraisals. Consequently, there are more frequent opportunities to identify staff developmental needs and ensure they continue to be suitable. All staff and students have had appropriate checks completed. Staff to child ratios are met and children are well supervised at all times, both indoors and outdoors. Children are safe and secure within the premises. Staff complete comprehensive written risk assessments of the premises, activities and outings to reduce hazards and maintain children's safety. The church have fitted additional safety locks to all doors within the play areas which maintains children's security. Staff stand by the entrance door during children's arrival and departure times to ensure they cannot leave the premises unsupervised. They are vigilant about observing children during these times.

The manager monitors the next steps for all children's learning through using a secure on-line observation and assessment system. This enables her to identify any gaps and pull out learning priorities which are recorded and kept in the play area as reminder for all staff to implement. This manager also works alongside staff which enables her to clearly monitor, mentor and support staff practice. All staff have opportunities to attend training that promotes their personal development. Team meetings take place before children arrive each day. This allows staff to discuss, monitor and adapt activities to meet all children's individual needs, including those with special educational needs.

Self-evaluation is good and there is a unified approach to good practice. On-going improvements to the provision are achieved, due to the good working relationships between the two managers, committee, staff, parents and children. The two managers meet regularly to discuss action plan targets, which is used as a working document with staff to drive improvement. Daily discussions between the staff team are used to identify what is working well and most aspects of what needs to improve. As a result, staff act quickly to make on-going improvements. The good communication between staff and the managers means that staff feel confident to discuss and share their ideas for improvement. Recommendations made at the last inspection have been met. Risk assessments are now updated annually for the premises, play equipment and outings which promote children's safety; staff have provided food menus and signs in the home corner to promote children's awareness of other languages; and staff now work closely with childminders that children attend to identify how to support and meet their individual needs. They communicate at the end of each session and share records of achievement, which has developed good partnership.

### **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

<b>Unique reference number</b>	EY378406
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	931021
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Brighton Road Baptist Church Playschool Committee
<b>Date of previous inspection</b>	22/11/2010
<b>Telephone number</b>	01403 211 150

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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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