

Fleet Baptist Pre School - The Views

The Point Youth Centre, Harlington Way, FLEET, Hampshire, GU51 4BP

Inspection date	03/12/2014
Previous inspection date	08/11/2011

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		1
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

- The staff know the children very well, and the accuracy and rigour of their assessments supports effective planning for each child's next steps in learning.
- Staff reliably identify children whose learning and development is not at a typical level for their age and secure timely interventions to ensure they make sufficient progress.
- There are robust arrangements for safeguarding children, including child protection training and review of procedures, liaison with local agencies holding statutory responsibilities, and staff guidance.
- Staff develop strong and positive relationships with their community, schools and children's centre, which helps all families access services promptly.

It is not yet outstanding because

- At times, children are tempted to run across the open space used for group activities and this diverts staff's attention from good quality teaching to moderating children's behaviour.
- Staff have started to provide bags of resources and ideas for families to support children's learning and development at home, but these are few in number so not all children benefit from them.

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 a wide range of activities across all areas of the pre-school and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities and health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, the pre-school's systems for planning, evaluation and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector conducted a joint observation with the manager as the pre-school visited the park.

Inspector

Helen Robinshaw

Full report

Information about the setting

Fleet Baptist Pre-School - The Views registered in 2007, having previously operated under another name. The pre-school is one of two community groups run by a committee, whose members are representatives of Fleet Baptist Church, and parents of children attending the pre-school. The pre-school operates from the Point Building which is situated in the centre of Fleet, in Hampshire. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school opens each week day during term times. Sessions are from 9.15am until 12.15pm on Monday, Wednesday and Friday. On Tuesday and Thursday the pre-school is open from 9.15am until 1pm. Children also have the opportunity of attending the afternoon sessions at the Clarence Road site on these days.

There are currently 13 children on roll, all of whom are in the early years age range. The pre-school supports children with special educational needs and/or disabilities, and children who are learning English as an additional language. The pre-school is in receipt of funding for the provision of free early education for children aged two, three, and four years. The committee employ four members of staff to work directly with the children, three of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- monitor children's use of the open space indoors, when not in use for group activities, and identify ways to deter them from becoming over excited and disrupting other children's play by running inside
- develop further the use of resource bags to support parents to build on children's enthusiasm for learning at home.

Inspection judgements

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

Children are happy and make good progress in their learning and development because staff are nurturing, competent, and enthusiastic. Staff successfully plan and deliver a wide range of activities and experiences, which they know will quickly engage and interest children. From their very first visits, staff work closely with parents to understand children's needs, likes and dislikes. Staff observe children's skills and achievements as they choose to play with the toys and resources arranged to stimulate every area of their

learning. Staff summarise and illustrate these observations in well-presented learning stories. They regularly reflect on children's achievements and check for any gaps or delays in their progress. Staff share information with parents informally on a daily basis and through termly written updates or meetings. This means that parents and staff are quick to identify and discuss any difficulties children may encounter. Together they agree additional strategies they can adopt consistently, at home and in the pre-school, to give children further support. During the inspection, parents were very keen to discuss the many ways staff have helped them and their children. Highly effective partnerships between staff and parents make a significant contribution to the very good progress children make during their time at the pre-school.

At the end of the session, parents refer to a daily planning book where staff note children's interests and activities each day. Staff use these observations to extend children's learning the following day. Parents appreciate these daily up-dates, as they know what their children are learning so that they can continue to talk about new concepts and ideas at home. Staff provide parents with some very useful bags of resources to support their child at home, but these only cover certain areas of learning. Plans to continue with this project have stalled, meaning that some of the momentum to encourage parents to take an active role in their child's learning is being lost.

The children greatly benefit from parents who willingly share their expertise with staff. For example, parents cover a wide range of cultural heritage as they show children how to cook and enjoy favourite meals. Other parents delight in these ventures as their children become more confident in trying new foods and extend the range of meals they enjoy at home. These special events become fond memories for staff and children as they refer to, and represent, them in their role-play. For example, during the inspection children planned menus and selected coins to take to their make believe shop. They chose the right vegetables and pretended to add pasta to their shopping baskets. Young children used a range of toy telephones to call their parents to check when it was lunchtime, while older ones arranged to meet up to cook. At every level, the ethos of the pre-school, to value and respect diversity and to allow children to grow into their uniqueness, is evident.

The committee includes church members and parents of children who attend, or have recently attended, the pre-school. One such parent shares her expertise in using sign language to support children to learn new words and phrases. Staff note the confidence and increasing skills of children learning English as an additional language, and children with delayed communication skills. They attribute this largely to the support the parent is providing. The parent's generosity is matched by the enthusiasm of the children and staff as they learn funny rhymes. Children also learn a few signs to break down barriers with other children they meet on their outings into the community. Children make good progress towards the early learning goals through the broad range of appropriate challenges and opportunities that are carefully crafted by knowledgeable and caring staff.

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

Each child has a key person who gets to know the family and the child extremely well. As a result, children enjoy coming to the pre-school and settle quickly at drop off times. Staff are highly skilled and sensitive in helping children form secure emotional attachments with them. They provide children with a strong base from which to explore and gain confidence as they tackle new ventures. Clear routines provides children with a secure framework to the day, and small group activities help staff ensure their key children feel special and valued.

Staff routinely change resources, or combine them in different ways, and children contribute their ideas to planning and creating activities that interested them. Consequently, staff promote positive behaviour as children are motivated to take part in activities of their choosing. Staff are excellent role models; they play alongside the children encouraging them to enhance and develop their communication skills with adults and with their friends. Children show extremely high levels of confidence and independence as they make decisions during their play. For example, they choose craft resources from low shelving units and use toy video equipment to record their friend's stories. Staff model consistent expectations and strategies for managing children's behaviour throughout the day. Children form good friendships and play together co-operatively. They generally behave extremely well, although when the large open space was not in use for group activities, the younger children tended to run through and around it, even when they had enjoyed plenty of exercise outdoors. This diverted staff attention and was slightly disruptive to other children's play.

Staff encourage the children to tidy up and work as a group in different activities. They provide them with praise for their positive actions. Children learn to take responsibility for actions, their environment, and their place in the group. The church committee fosters links with other pre-schools in developing countries such as Sri Lanka. Staff and children share photographs and stories of each other with the children across the world. They see images of very happy children gathered in a very different looking pre-school. Children giggle as they hear fascinating stories, for example, about the day the elephants broke the toilets. Staff foster greater understanding and cultural awareness as they learn about, and celebrate, festivals and traditions from different religions, cultures and heritages. Children are developing an excellent understanding of the rich diversity of family life where they live and in other parts of the world.

Staff compensate very well for the lack of designated outdoor play space, making excellent use of daily outings into the local environment. Children quickly learn the importance of road safety and stay close to staff as they cross a road to the park each day. Staff constantly give the highest priority to the safety of children and support their growing understanding of how to keep themselves safe. Staff complete risk assessments for each of their outings and follow carefully planned routes. Children wear high visibility jackets and hold connected hoops as they walk together along the pavement. Staff show children how to behave when dogs come up to them in the park, and how to manage pedestrian crossings. Children learn to greet the librarian and say 'thank you' to neighbours who stop their cars to let them cross the road. Children talk about their visits to different shops. They discuss times when they have stopped for a snack in a local cafe, and about developing their own photographs on a big machine. These rich daily experiences promote children's learning and prepare them well for their moves into larger

communities, such as new schools and clubs.

Trips to the park, library, and shops also ensure children enjoy some exercise in the fresh air each day. In addition, staff engage the children in daily music and movement activities, which also raise their understanding of how to keep themselves healthy. These activities benefit all children as they gain greater control over physical movements such as jumping on the spot and coordinating arm and leg movements. Staff also cleverly plan to meet children's individual targets for physical development during their active play. Children learn to listen to instructions, follow directions, and watch out for each other as they move around the room together. These group activities also help prepare children for the games and group activities that they will experience when they go to school.

The manager's recent initiative to strengthen links with each of the local primary schools is proving productive. Staff continue to foster links that are more effective with local reception class teachers who welcome invitations to visit children before they move to school. These closer links help staff know how to work alongside parents to prepare children to be ready for school.

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

The chair of the committee has an exceptional understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, and oversees effective systems to monitor their implementation. Safeguarding and child protection practice are reviewed regularly, clearly evaluated, and inform improvement plans. Procedures for recruitment, vetting, induction, and training of staff have a strong focus on safeguarding and child protection. These measures help to deter applications from unsuitable candidates as safeguarding practices are clearly a priority at the pre-school. The manager and the special educational needs co-ordinator have both attended advanced child protection training courses. This helps to enable them to identify, understand, and respond appropriately to signs of possible abuse or neglect. All staff receive regular, high quality in-house training in this area and regularly sign up-dates to confirm they remain suitable to work with children. All staff regularly renew their training in paediatric first aid, which equips them with the skills and knowledge to attend to children. The pre-school has, and publicises, a procedure for responding to children who are infectious, or unwell. This helps prevent the spread of infection and makes clear procedures expected of staff and parents when children are ill. The pre-school also has and implements a written policy, and procedures, for administering medicines. This includes systems for obtaining and updating information about a child's needs for medicines. These measures help to ensure children's health needs are appropriately met and not dependent upon the knowledge of one member of staff.

The manager is on her final year of a foundation degree in Early Years Education. She has a very good understanding of the learning and development requirements of the Early Years Foundation Stage. She is also clearly raising standards across the pre-school, as she applies knowledge and skills from her current studies. For example, she has implemented

new systems of staff supervision, appraisal, and coaching. These develop the strengths and on-going training needs of the staff and promote the interests of children across the pre-school. Effective monitoring systems help all staff ensure children make good progress across all areas and aspects of their learning and development.

An ethos of self-reflection and evaluation is developing across the team. Staff evaluate the effectiveness of their daily activities and review the impact of their teaching as they clearly track individual children's progress over time. Because of these reflections, the manager makes changes to activities and resources and evaluates the impact of these changes on the children. For example, staff now arrange the pre-school room in learning zones and link areas so that children may use resources flexibly across different areas of learning. This worked well for the children during the inspection, other than when children were over excited and running in the clear space.

Staff establish strong partnership working with other agencies from health, education, and children's social care. They also work closely with the team at the local Children's Centre. These partnerships help staff to secure timely interventions for children and families who require additional help or guidance. Parents were united in their tributes to the staff, who clearly make them feel welcomed and valued as partners in their children's 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
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY358026
Local authority	Hampshire
Inspection number	835384
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	13
Name of provider	Fleet Baptist Pre-school Committee
Date of previous inspection	08/11/2011
Telephone number	07983 689932

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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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