

# Testwood Baptist Church Pre-School



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

**Inspection date** 28 September 2016  
Previous inspection date 12 September 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The nominated person has not made sure that all staff have the relevant qualifications to fulfil their role during the recruitment process. Furthermore, she has not made sure all required documentation is available for inspection.
- The management's understanding of the learning and development requirements is not secure. They have not ensured that staff complete a written summary of children's progress, between the ages of two and three years or provided parents with a copy.
- Self-evaluation does not clearly identify and address all weaknesses to help raise outcomes for children.
- Some links with other settings do not ensure that all information about children is shared effectively to provide a consistent approach to learning.

### It has the following strengths

- Staff build strong bonds with children. Children settle quickly when they first start, and feel safe and secure. They enjoy their time in the setting.
- Children, including those with additional learning needs and those who receive funding, make steady progress in relation to their initial starting points.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ follow secure recruitment procedures to ensure staff are suitably qualified to fulfil their roles	05/10/2016
■ ensure that all documents required for the safe and effective running of the setting are made available during inspection	05/10/2016
■ complete and provide parents with a written summary of the required progress check for children aged between two and three years, to identify the child's strengths and any areas where their progress is less than expected.	09/11/2016

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

- use self-evaluation effectively to identify and address any breaches of requirements and areas for development
- strengthen the relationships with all other professionals involved with children further, to support greater continuity in teaching and care.

### Inspection activities

- The inspector toured the areas of the pre-school that children use.
- The inspector looked at policies and other relevant documentation.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to the nominated person, the managers and staff to determine their understanding of the early years foundation stage requirements.
- The inspector spoke to parents to gain their views.

### Inspector

Sara Hope

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The management team does not use self-evaluation sufficiently well to identify all weaknesses. For example, the nominated person does not check that all staff's qualifications comply with minimum requirements and did not have relevant paperwork available. Overall, the management team and staff monitor children's development well to identify and support any learning gaps. Safeguarding is effective. Staff know how to identify and refer any concerns about children's welfare. They carry out ongoing risk assessments to ensure the areas children use are safe. The management team supports staff well to help improve their practice, such as with ongoing training.

### Quality of teaching, learning and assessment requires improvement

Staff use children's learning assessments and interests well to plan new experiences that encourage their learning and development. However, information is not consistently shared with other settings that children attend to ensure continuity in their learning. Staff do not complete the required assessment checks for two-year-olds and provide a written copy for parents. Children enjoy interacting with and making friendships with each other. Staff provide interesting opportunities for children to develop their physical skills. For instance, children explore the magnetic sand, balance on large apparatus and fill containers with water. Staff encourage children to develop an awareness of diversity. For example, they help children to celebrate cultural traditions and provide effective experiences for them to discuss and see positive images of people with disabilities.

### Personal development, behaviour and welfare are good

Staff support children well, for example with lots of praise, and encourage them to acknowledge and celebrate their successes. They offer children healthy choices for snacks and help them develop independence during personal-care routines. For instance, children are keen to pour their drinks and use the toilet with little staff involvement. Staff skilfully plan the support they offer older children to be ready for the move to school. For example, have fun as they dress up in school uniforms. They have good opportunities to meet their teachers who visit before they start school.

### Outcomes for children require improvement

Children develop useful skills that are beneficial for their future learning. For example, they are able to identify colours, and enjoy counting and comparing sizes as they play. Children learn the sounds that letters make and enjoy developing their early literacy skills. They behave positively and learn to be aware of themselves and others as they move around the setting. Children learn about rules and procedures that help to keep them safe. However, the required summary of children's progress between the ages of two and three is not completed. Parents are therefore not provided with every opportunity to have an overview of their children's strengths and areas where progress may be less than expected, to support their children to achieve the best possible outcomes at this stage of their development.

## Setting details

<b>Unique reference number</b>	109825
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1058718
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Testwood Baptist Church Pre School Committee
<b>Registered person unique reference number</b>	RP517981
<b>Date of previous inspection</b>	12 September 2012
<b>Telephone number</b>	02380 860 281

Testwood Baptist Church Pre-School registered in 1978. It operates from the Testwood Baptist Church Hall in Totton, Hampshire. The pre-school opens Monday to Thursday from 8.30am to 3.30pm during term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are seven staff employed to work with children, six of whom hold relevant childcare qualifications to at least level 3. The manager holds qualified teacher status.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

