

# Bideford Baptist Pre-school

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



## Inspection date

6 March 2017

## Previous inspection date

6 January 2014

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

## Summary of key findings for parents

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

- Although staff acted appropriately to meet children's needs, the provider failed to notify Ofsted of a serious injury to a child in their care. They have also failed to inform Ofsted of changes to the committee for the necessary suitability checks to be completed. These are also breaches of the Childcare Register requirements.
- The provider does not ensure that all required documentation is available for inspection, as required. Disclosure and Barring Service records for all committee members were not available, to demonstrate their suitability.
- Staff do not consistently provide challenge to extend children's early reading and writing skills further, and help children learn to count and recognise numbers.
- Links with parents and all other settings that children attend are not fully effective. Staff do not routinely share detailed information about children's achievements, to enable them to work closely together with parents and others, to provide children with more consistent experiences.

### It has the following strengths

- The manager works closely with staff to monitor children's learning effectively. Staff plan interesting activities that, overall, challenge children well and meet their needs. Children develop new skills and knowledge, and make good progress.
- Staff routinely encourage children to try to do things for themselves. Children persevere as they take responsibility for their own care needs and gain good independence.

## What the setting needs to do to improve further

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

	Due Date
■ improve knowledge of the need to notify Ofsted of serious injuries that children sustain at the setting, and any changes to committee members, in a timely manner	27/03/2017
■ ensure all required documentation is available for inspection, including Disclosure and Barring Service records for all committee members.	27/03/2017

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

- make best use of all opportunities to extend children's early reading and writing skills, and help them further to count and recognise numbers
- strengthen partnerships with parents and all other settings that children attend, to regularly exchange detailed information about children's learning, to enable more consistency in their experiences.

### Inspection activities

- The inspector viewed the resources and play areas indoors and outdoors, and observed children during their self-chosen play and adult-led activities.
- The inspector carried out a joint observation with the manager to assess the quality of teaching and learning during an adult-led activity.
- The inspector spoke with staff, children and parents during the inspection to obtain their views and feedback.
- The inspector held a meeting with the manager at an appropriate time during the inspection.
- The inspector sampled documentation, including children's learning records, policies and procedures, staff's qualification and training records, and records of staff supervision meetings and appraisals.

### Inspector

Sarah Madge

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff have a clear understanding of safeguarding issues and the procedures to follow if they have concerns about a child. However, the provider has failed to inform Ofsted of new committee members and a serious injury sustained by a child at the setting. The provider does not ensure all required documentation is available for inspection, to demonstrate the suitability of all committee members. However, the impact on children's well-being is limited because committee members do not have unsupervised contact with the children, and staff followed their accident procedures well to ensure the child received the appropriate treatment promptly. The manager evaluates the provision well and has increased the support that staff receive, to raise the quality of teaching. For example, she identified that staff had unrealistically high expectations of younger children. Staff completed training to develop their understanding and, using their new ideas, they now successfully engage younger children in more practical activities.

### Quality of teaching, learning and assessment is good

Staff understand the different ways in which children learn, providing good resources, activities and support to meet their individual needs. Older children develop good coordination as they peel and slice fruit for snack, for example. All children are active and curious learners. For example, they eagerly explore how to release toys from large blocks of ice using warm water and brushes. The manager makes effective use of additional funding to support children's needs. For example, training helped staff to find new ways to introduce children to mathematical concepts, particularly boys. This has led staff to skilfully encourage children to measure how far different toy cars roll across the floor.

### Personal development, behaviour and welfare require improvement

The manager has not followed the correct procedures to prioritise children's safety at all times, although breaches of requirements have a limited impact on children's welfare. Staff know the children well and support their emotional well-being effectively. For example, children enjoy warm relationships with staff and approach them with confidence and affection. Staff consistently teach children to behave and play well with others. They provide calm reassurance to soothe children quickly when they become upset.

### Outcomes for children are good

Children gain good skills for future learning and school. They develop good physical skills and coordination, for example, when they use hammers and nails, play games of 'catch' with staff, and mash potato and peas. Children communicate confidently. For instance, they share their thoughts and ideas with others. Younger children eagerly join in with group games and play imaginatively, such as creating superheroes using real vegetables.

## Setting details

<b>Unique reference number</b>	106298
<b>Local authority</b>	Devon
<b>Inspection number</b>	1068362
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	Bideford Baptist Preschool Committee
<b>Registered person unique reference number</b>	RP517787
<b>Date of previous inspection</b>	6 January 2014
<b>Telephone number</b>	01237471893

Bideford Baptist Pre-school opened in 1982 and operates from the Baptist Church Centre in the middle of Bideford in North Devon. The pre-school is open Monday to Thursday from 9am to 4pm and on Friday from 9am to 1pm, during school term times. It receives funding to provide free early education for children aged two, three and four years. The nominated person is also the manager. The pre-school employs 14 members of staff, including the manager, 12 of whom are qualified to level 3 in early years.

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.

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