

# Woodley Baptist Church Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	148697
<b>Inspection date</b>	04 July 2007
<b>Inspector</b>	Aileen Ewins
<b>Setting Address</b>	The Church Centre, Hurricane Way, Woodley, Reading, Berkshire, RG5 4UX
<b>Telephone number</b>	0118 969 9956
<b>E-mail</b>	
<b>Registered person</b>	Woodley Baptist Church Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Woodley Baptist Church pre-school is a committee run pre-school which was originally established in 1986. The group serves the local community and surrounding areas and is situated on a housing development in the district of Woodley, near Wokingham.

The pre-school meets on Monday, Wednesday, Thursday and Friday mornings 09:30-12:00 term time only. The group have the use of a large hall and small adjoining area with nearby toilet facilities. The pre-school also have use of the main hall for physical play and a secure garden for outside play.

The pre-school accommodates children aged from two to five years, with most children attending when they reach their third birthday. There are 26 children on roll with eight funded four year-olds and 18 funded three year-olds. The pre-school caters for children with learning difficulties and/or and children with English as an additional language.

There are five members of staff, of whom three have qualifications in early years. The other two members of staff are working towards a recognised early years qualification. The group

receive support from the Pre-School Learning Alliance development worker and from the education adviser at the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children are very aware of keeping themselves healthy. Thorough hygiene routines are in place. Children use toilets which are kept clean. Children wash their hands with liquid soap. Staff ensure children are monitored in this practice. Each child uses a new small towel to dry their hands and then disposes of the towel into a bin. The small towels are washed at the end of each session. Before snack times, tables are wiped down with disinfectant spray. Children and staff use liquid gel cleaner to clean their hands before eating. At the table children use a piece of paper towelling to place their food on. Staff make children aware of good hygiene by explaining to them how germs can spread through dirty hands.

Children also benefit from lots of fresh air and exercise. Children can use the large garden area, which is paved and grassed, for outside play. Children also delight in performing sports day for parents. Medical and accident records are accurately maintained which ensures the health and safety of children who suffer from allergies, for instance. Children with special health needs are particularly cared for, with a comprehensive system in place which ensures medication is kept secure and foods kept separate. Children are also well cared for as efficient staff are aware of policies and procedures regarding sick children and the application of medical treatment. Most staff have paediatric first aid certificates whilst others are in the process of updating theirs. The pre-school also holds a stock of emergency clothing for any child who has been unwell.

Children are encouraged to eat healthily. An effective routine is in place for snack time. Children take it in turns to be the snack monitor and help staff to hand out food to others, carry over the jugs of water and hand out cartons of milk. Children sit at child sized tables and chairs at snack time. A member of staff sits with each group of children. Children are offered a small biscuit and pieces of fruit. Children have a choice of milk and water. Children pour their drinks themselves which encourages independence. In the kitchen area children also have access to drinking water throughout the day which they pour from a jug into small disposable cups.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are welcomed into the large, bright, clean hall by organised staff who set up before the children arrive. Posters of alphabet, shapes, numbers and opposites, plus pictures of children's work are displayed around the hall. Children can view some of their craft activities, for example, pictures relating to the alphabet and postcards from their holidays. A small room is available to children and staff where resources are stored effectively. There is also a small kitchenette area here. Children have opportunities to make use of the main hall for physical activities. From the large hall there is a garden area which is grassed and paved. Children use the garden to play in on most days. In the main foyer area information and letters to parents are displayed.

Children have use of large bean bags, as well as, child sized tables and chairs. Children have easy access to a broad range of resources, which are well maintained and appropriate for the

age group. Resources available encourage development and learning. Children also have plastic boxes in the corner of the hall where they place completed art work and personal belongings. These boxes display their name and a coloured shape which matches their name cards used at snack time. Checks are made on resources and any broken toys are removed immediately. Children are encouraged to bring in items from home for show and tell.

Children are signed in as they arrive and out when they leave. Staff sign in on the register as well. All doors leading out into the main part of the building are kept locked during sessions. After using the main hall, children are counted back in to the pre-school hall. Staff are deployed well and children benefit from good ratios of staff to children, which helps to ensure children are kept safe. Fire evacuation is practised regularly with comments and evacuation times monitored. Staff are aware of policies regarding non collected children and recording accidents and medication. Children are kept further safe as staff discuss accidents with parents, which are logged and signed by parents.

Staff are competent in their knowledge of safeguarding children and are aware of child protection issues. The pre-school provides good vetting procedures and an induction is in place for new staff. Staff are aware to protect themselves from false allegations.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and settled at pre-school. The hall is set up when children arrive. Children are confident with each other and the staff, who are aware of their individual needs and know the children well. Children have an extensive range of activities available to them, which include sand and water play, play dough, dolls house and furniture, cars and roadway, painting and chalking, puzzles, construction building, books, dressing up and mirror, ark and animals, a hand made telephone box and telephone and a Beebot game, which can be programmed to allow children to learn left, right, forward, backward and a lap top computer with educational games. Children can also use a broad range of art and craft resources and make use of the large bean bags in the quiet corner. Children can see their work displayed on the walls along with various educational posters, for instance, alphabet and opposites.

The pre-school makes good use of the space around them. The large hall is used for most activities but story time and quiet times are taken in the smaller adjoining room. Children can also have the added advantage of being able to go into the main hall for physical play and games. Children happily move from one activity to another and resources are easily accessible, offering children lots of choice. Children are encouraged to bring in items for the interest table which they talk about during show and tell sessions. During circle time children join in with familiar action songs such as Wheels On The Bus and Three Little Ducks. Children take it in turns to choose songs and be the lead in the actions. The pre-school have just purchased small masks to be used at singing time which depict monkeys, current buns, ducks and frogs to be used. Children will be able to use these masks during their favourite songs.

Nursery Education.

The quality of teaching and learning is good.

Children have opportunities to learn in many ways through staff who have a good understanding of the Foundation Stage. Activities are fulfilling without being adult led. Experienced staff manage to turn activities around to suit the needs of the children. For example, a child was

interested in the art and craft table and suggested making masks similar to alien faces in his comic. Staff obliged and children responded with inventive examples.

Children excite at taking part in sports day. Parents and carers attended to support the children. Children joined in with races of running, jumping, going through the hoop, bean bag on the head and dressing up. Staff encourage children to join in but eagerly help those who are less confident. All children receive a medal and stand on the red carpet for their photograph.

Children are given opportunities to extend their learning. Older or more able children place labels out at the start of the sessions, for instance, curtain, table, window and door. After painting or craft activities, children independently place their pictures on the drying racks, however there are limited occasions when children to learn to write their names. Children do have time to play with magnetic boards and letters which encourages letter recognition as well as seeing their name displayed on their work box and label at snack time. Children use their own imagination during craft activities, designing their own fire engines for example in a range of materials and colours.

Children enjoy listening to stories and join in with ideas of how the story will progress. Opportunities are made by staff to extend a favourite story of Kipper's Presents. Children guess what the present will be, for example a paint box, a kitten and a puppet, and count the noses, count the animals and count the baby mice as the story is read with enthusiastic teaching. Limited use is made throughout the day however, to enable children opportunities to develop their awareness of mathematical words such as more and less, bigger or smaller.

Successful use of learning through play is made during musical and song sessions. Children delight at playing musical instruments and singing songs together. Children have good ideas about musical terminology and use words such as musicians, orchestra and choir. Children also have many opportunities to use large motor skills and records are kept to ensure variety. Children actively enjoy movement to music, footballs, parachute games, the climbing frame, hoops and scooters or bikes.

Children benefit from experienced and enthusiastic staff who have good routines in place to observe learning and challenge children to develop further. Key workers are assigned to each child. Staff ask children open questions and listen to the children, helping them to extend their language. Observations are made throughout the day and collated together at the end of sessions or during the weekly planning meetings. Staff share their ideas of how to enable children's abilities and progression of their next steps in the six areas of learning.

### **Helping children make a positive contribution**

The provision is good.

Children are confident to play with one another and talk to staff. Children are encouraged to take turns and be respectful to those around them. A new child on a settling in visit is introduced to the children and he is welcomed to join them at the snack table and when the children play. Staff listen to children and are aware of individual children's needs and respond to them well. Staff are non discriminatory which in turn enables children to feel valued. The pre-school is held in a church building which enables children to meet and see people of a diverse range. Children therefore learn about others in society. Children gain from encouraging staff who ensure all children take turns throughout activities, for example choosing a song, being in the choir, and playing musical instruments. Children are made aware of various cultures through puzzles displaying figures of different ethnicities. Children play with toys regardless of gender.

The individual needs of children at the pre-school are understood well. Good provision is made to ensure that links are made with outside agencies for children needing extra help and support. A co-ordinator for special needs is in place, and links made for monitoring and working with parents.

Children behave well. Staff offer a consistent approach to behaviour management. A policy is in place which promotes positive behaviour. Children help staff to tidy up at the end of play sessions and sit happily when joining in with song and story times. Children form good relationships with each other. Staff are good role models and use please and thank you when speaking to the children which in turn encourages children to treat others respectfully.

Spiritual, moral, social and cultural development is fostered appropriately. Children at the pre-school behave well and have respect for others. Children are aware of the world around them and the diverse needs of other people.

Parents feel supported by staff at the pre-school. Parents and children are invited for a settling in day to meet staff and children. Staff issue letters to parents which detail term events, for example, sports day, nativity, photo day. Information is also given about the committee members, parents applying sun tan cream to children and how parents can help their children learn at home. Parents are also offered opportunities to sign up for the parents rota. A key worker system is in place and parents are welcome to talk to staff at any time. Parents attend various activities throughout the year, for example, children delighted at sports day when their parents and carers cheered them on through various races. At the end, all children received a medal and had a photograph taken on the red carpet. At the end of the session, parents were given a photograph of the event.

The quality of the partnership with parents and carers is good.

Parents receive good information about their children through letters sent out each term and key worker meetings. Parents receive a prospectus from the pre-school which offers information about the setting and also offers the opportunity to read an effective poem which details how a child learns through play. Parents and children complete a starter book which allows staff to develop each child's needs. Children have development books which plots their progress within the Foundation Stage and their next steps. Parents are aware that they can speak to staff should they have any concerns.

## **Organisation**

The organisation is good.

Children develop effectively. Efficient staff and management are well organised, enthusiastic and motivated to help children gain the most from their experiences at pre-school. Children feel valued and secure. Good use of space is made and children settle well. Children have strong relationships with the staff who understand their individual needs. Staff are given opportunities to develop further through training and individual responsibilities. Staff work well together in the planning and evaluation of the curriculum, and assessment of children. Good procedures are in place for the induction of new staff and parent helpers which ensures the safety of all children. All required paperwork is thorough and up to date. Registers detailing staff and child attendance as well as emergency contact information is consistent. Policies and procedures are in place as required.

The quality of leadership and management is good.

The pre-school benefits from strong and effective leadership. The manager has a clear vision for the continued development of the children. Staff are deployed effectively and all are valued. All staff meet weekly to discuss the children's well being and progression within the areas of learning. The pre-school makes good use of assistance from the early years advisor and agencies who help support children with particular needs and difficulties.

The nursery meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection recommendations were set in regard to the following:

Ensure practice is in place to allow children to follow good hygiene practice independently. The pre-school have managed to effectively achieve this recommendation. Children are independent in hygiene practices and understand the need to wash hands before eating and after using the toilet. Children therefore develop good procedures to follow to ensure their well being.

Ensure resources are available to children which promote equality of opportunity and anti discriminatory practice. The pre-school provide a wide range of resources for the children. Children can readily access toys and equipment as they choose. Children play with resources regardless of gender and share effectively. Staff are non discriminatory which enables children to feel valued. Children are all offered opportunities to join in with activities.

Make available to parents a written statement that provides clear details of the procedure to be followed if they wish to make a complaint. The pre-school have the Ofsted complaints poster displayed in the main foyer. In discussions with parents, however, parents did not seem to realise they could speak to Ofsted although parents have discussed individual concerns about their children with the manager and were satisfied with the outcome. A sufficient complaints policy is in place.

### **Complaints since the last inspection**

Since April 2004 there have been no complaints made to Ofsted that require the provider or Ofsted to take any action in order to meet the national Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- extend awareness to parents and carers of the role of Ofsted to enable them more understanding of the procedure should they wish to make a complaint

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- offer children further opportunities to practice writing their name independently
- extend opportunities for children to further develop an awareness of number, calculation and shape through everyday mathematical words.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)