

Queens Road Methodist Church Pre-School

Inspection report for early years provision

Unique reference number	133071
Inspection date	22/04/2009
Inspector	Barbara Walters
Setting address	Queens Road Methodist Church, Queens Road, Keynsham, Bristol, BS31 2NN
Telephone number	0117 9877753
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Queens Road pre-school is located in the Methodist Church hall in the town of Keynsham in Bath and North East Somerset. The group has access to the main hall, side room, kitchen, toilets and small enclosed outdoor area. The pre school serves the local area. It is managed by a church and parent committee. The preschool is registered on the Early Years Register.

The pre-school operates Monday to Friday during school term times. Sessions are from 09.30 to 12.00 and in the afternoon from 12.30 until 15.00. There is no session on a Tuesday afternoon. Registration is for a maximum of 30 children from two to five years of age. There are currently 66 children on roll who attend for a number of different sessions. The provision supports children with learning difficulties and/or disabilities.

There are 10 members of staff, seven of whom hold a relevant child care qualification and one member of staff who has achieved Early Years Professional Status. The number of staff present at each session varies according to the number of children. The setting receives support from the local authority.

Overall effectiveness of the early years provision

The overall effectiveness of the pre-school is good. Staff have a secure understanding of children's individual needs and the effective key person system ensures that all children are well supported and make good progress in their learning and development. Staff work well together to identify improvements needed and developing practice in all areas of the provision. Improvements made are well chosen and carefully planned to promote successful outcomes for children. Children's welfare is fully promoted through many positive policies and procedures which help to keep them safe and well.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop the outside environment to enhance children's learning and link the indoor and outdoor environment so that children can move freely between them
- further develop partnership with parents and other settings who deliver the EYFS to ensure children's continuity of care and learning

The leadership and management of the early years provision

Children are well supported by qualified and experienced staff who work well together for the benefit of the children. Staff have consistently updated their knowledge by attending a range of training courses and workshops and which they

share informally by discussing with their colleagues during the day or when attending the in-service days. Effective self-evaluation ensure that the leader and staff share their knowledge and views on what the setting does well and where things could be improved. For example, methods have recently been put in place to help staff support the boys' achievements and the group is going to introduce a snack bar system to maximise the time that children spend at play. The group has a keen desire to improve their provision and has recently joined the Bristol Standards quality assurance scheme.

The group have developed their own policies which have thoughtful procedures in place to safeguard children, for example, students who attend the setting have a full induction with the manager to ensure they understand their roles and responsibilities. The safeguarding of children is a priority. Required vetting procedures for adults are in place and close attention is given to safe practices, for example, situations are limited where children may be put at risk. Children's welfare is fully promoted should they need medication or have a food allergy as the group has thorough systems in place to support their needs. The setting maintains a good relationship with parents by involving them in their children's care and education. A vast range of relevant information is available for parents, including an up-to-date notice board and a regular newsletter and update on activities. Parents are given a detailed induction when children first attend, including an overview of the Early Years Foundations Stage, although continual involvement in their children's learning and development is not fully promoted. The group is developing relationships with other groups and providers and has begun to share children's progress, although this is still in its infancy in ensuring children's continuity of care and learning.

The quality and standards of the early years provision

Staff have a broad understanding of children's achievements across the six areas of learning. Staff and children attend the setting on a part time basis but an effective key person system is in place to ensure that children are fully supported and helped to make progress in their learning. Staff know the children well and have a good awareness of their different stages of development and how they can help individual children develop at their own pace. Staff observe their achievements and plan for their next steps in their learning. Children are confident to work and play independently or in groups and are progressing well towards the early learning goals. They are involved in a wide range of stimulating toys and activities which are laid out ready for their use. Children explore different forms of numbers when they measure with the tape measure and use the large dice for their games. Children are challenged to problem solve when they work out how many cups they need from the number of cups they are given. Children are developing well in their writing skills. Younger children practice mark making with pencils, paint and water whilst the more able children practice writing their names on their pictures. Children enjoy listening to stories and are engrossed in the story told by staff of the parrot who visits the preschool and beam with pleasure when they become part of the story.

Children are developing a good positive attitude to others through sensitive and

effective methods used by staff to help them play cooperatively with each other. Photos of children sharing and listening to each other are discussed at circle time to help children understand respect for each other. Children are secure in the group, s expectations and benefit from lots of praise and encouragement to help them develop a positive attitude to their learning and play. Children begin to understand good hygiene routines when they bring their towels for their own use and change out of their outside shoes before coming into the setting. Children's physical health is developing well through daily play in the outdoor play area. However, the garden area is generally used for physical exercise and water play sessions, which restricts children's experience of outdoor play.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

