

Woodley Baptist Church Pre-School

Inspection report for early years provision

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Inspector Sheena Bankier

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Woodley Baptist Church Pre-school is a committee run pre-school originally established in 1986. The pre-school serves the local community and surrounding areas. It is situated on a housing development in the district of Woodley, near Wokingham. The pre-school meets on Monday, Wednesday, Thursday and Friday mornings 9.30am to 12.30pm, term times only. The pre-school has the use of a hall and a smaller adjoining area with adjacent toilet facilities. The pre-school also has use of the main hall for physical activities. There is a secure garden for outside play. The pre-school is registered on the Early Years Register. It is registered for 26 children for children aged two years to five years, with most children attending when they reach their third birthday. There are currently 26 children on roll in the early years age group. Free early education is available for eligible children. The pre-school caters for children with special educational needs and/or disabilities, and for children who learn English as an additional language. There are six members of staff, of whom five hold qualifications in early years. One other member of staff is currently working towards a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from purposeful interaction and support of staff who promote their learning and development effectively. Children make good progress overall. Excellent procedures support children's good health and well-being. Good evaluation procedures help the pre-school staff to reflect and review their practice well. They make good continuous improvements and are well placed to continue doing so. Partnerships with parents and others are a key strength and are significant in ensuring staff meet the needs of individual children.

What steps need to be taken to improve provision further?

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

- develop the use of the outdoor area further, offering a range of activities in reflecting the six areas of learning that will encourage children's interest and curiosity
- review the organisation of the environment and when possible link the indoor and outdoor environments so that children can move freely between them.

The effectiveness of leadership and management of the early years provision

Robust policies and procedures promote the effective safeguarding of children's welfare. Staff are knowledgeable about safeguarding issues and have a comprehensive understanding of their roles and responsibilities in child protection. Good procedures promote children's safety at the premises through, for example, careful risk assessments and safety checks. Thorough records, training and implementation of procedures manage children's health needs exceedingly well. This significantly promotes their well-being and good health.

Staff and the committee have clearly defined roles and responsibilities. This contributes to the effective organisation and management of the pre-school, so that it runs smoothly. The pre-school staff and committee communicate consistently and work successfully as a team. They accurately evaluate and reflect on their provision, making good continuous improvement. Staff increase and develop their practice through further training, including training to attain recognised qualifications. All this helps staff promote good outcomes for children, with some strong practice.

Staff set out suitable resources, offering children a good range of toys and equipment for them to initiate their own play. Some self-selection units provide additional choices to children and allow them to extend their ideas. There are additional resources next to the writing table, for example. Staff willingly accommodate requests for alternative resources, meeting individual children's preferences. Children access areas in and out of doors for physical play activities. The pre-school do not always utilise the outdoor space fully, for example, by enabling free flow access. This disadvantages those children who learn better when outside. The pre-school staff welcome all families and children to their setting. Children have equal access to the resources and activities on offer, so overall, equality is promoted well.

Staff form very positive partnerships with parents. Staff and parents communicate effectively, for example, through daily exchanges of information and using home to pre-school notebooks. This enables staff to have a in-depth knowledge of children as individuals. Staff treat children with equal concern, consideration and respect, promoting diversity well. They support individual children effectively and strongly support their progress. As a result, they generally improve outcomes for children and actively take steps to close many identified gaps in achievements. The pre-school understands the importance of partnerships and understand how to work and communicate with others to promote a consistent approach to children's achievements and wellbeing.

The quality and standards of the early years provision and outcomes for children

Children settle quickly and leave their carers confidently. They form good relationships with their key persons and other staff. Settling-in procedures are effective and support individual children well. This helps children to develop a strong sense of security at the pre-school. Children learn about keeping themselves safe; for example, they regularly practise the evacuation procedure, and benefit from clear explanations from staff. Children demonstrate a good understanding of the sessions' routines. They contribute to the care of the environment. They willingly take on small responsibilities, such as cleaning up after art activities and helping tidy up. Children's behaviour is mainly good. Staff use effective strategies for managing behaviour, such as, distraction with redirection to alternative activities. Children benefit from good role models, as staff are calm, polite and treat children with respect. Children receive plenty of praise and encouragement to promote good levels of self-esteem and confidence, and reinforce good behaviour.

Excellent hygiene routines support children in their understanding of the importance of self-care. They visit the toilet independently and know how to clean their hands carefully with sanitising gel, before eating. Children benefit from a wide range of physical activity in and out of doors. Children enjoy healthy snacks and drinks, such as, fruit choose water or milk to drink. Children develop their independence skills extremely well. They take turns as daily helpers at snack time and children pour their own drinks. Visits from health professionals promote children's understanding of taking care of their bodies, for example, dental care. Staff understand and meet children's health needs exceptionally well due to their excellent knowledge and understanding of individual children's needs.

Staff engage well with children. They use everyday occurrences and routines to increase children's learning, for example, by encouraging children to count the squares on their napkins at snack time. They add further challenge for more able children, by asking them to count additional squares. Staff ask good questions to support children's critical thinking. They take opportunities to do this during discussions with individuals and during group activities, such as singing times. The outdoor area provides useful physical activities; for example, a wide variety of different ride on toys. Some other resources are offered, such as whiteboards and marker pens. The staff do not always promote the six required areas of learning outside, in order to benefit all children, including those who learn more effectively outdoors. Children develop good skills for the future; for example, they confidently use modern technology. Some staff have undertaken specialist training to increase and support children's speech and language development. The pre-school library system encourages parents and children to share books together at home. This promotes children's learning at home and encourages a positive interest in books, which will benefit them in the future.

Ongoing records of children's progress and achievements support children's continual progress effectively. Staff undertake observations daily, and a weekly

meeting ensures all staff have a good understanding of individual children's progress and identified next steps of learning. Regular meetings are held with parents to discuss children's progress, and parents are able to contribute to records. This provides staff with a wider picture of children's achievements, on which to build.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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