

Birstall Methodist Pre-School

Inspection report for early years provision

Unique reference number 226253
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Inspector Alison Edwards

Setting address Wanlip Lane, Birstall, Leicester, Leicestershire, LE4 4JS

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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Birstall Methodist Pre-School opened in 1970. It is run by a committee and operates within the Methodist Church Hall in the centre of Birstall in the Charnwood district of Leicestershire. It is registered to care for a maximum of 26 children from the age of two to the end of the Early Years Foundation Stage (EYFS). Children use the main and smaller hall, with access to adjacent cloakroom facilities. Kitchen and storage facilities are accessible to staff. The ground floor premises are accessible to users with limited mobility. There is an adjacent enclosed outside area for outdoor play.

The pre-school opens on five days each week during school term times. Sessions run from 09:00 until 12:00 on Tuesday, Wednesday and Thursday and from 12:15 until 15:00 on Monday and Friday. Children attend for a variety of sessions. There are currently 35 children on roll. There are five regular childcare staff. Of these, four hold relevant qualifications at Level 3.

Overall effectiveness of the early years provision

There are effective arrangements to work closely with parents and other agencies to ensure that children's individuality is recognised and valued. This helps children feel welcomed and included, so enabling them to enjoy their time in the setting and to develop positive attitudes to learning. Pre-school staff are developing good skills in observing and assessing children's progress towards the early learning goals and planning for their future learning, but are not yet fully confident in consistently extending children's independent purposeful learning. Most policies, procedures and records are used effectively to underpin arrangements to safeguard children's health and welfare. The pre-school makes continuing use of a number of internal procedures, together with local authority training and support, to review the effectiveness of its provision and identify clear priorities for future improvement and development.

What steps need to be taken to improve provision further?

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

- improve record keeping to identify that parents are informed of any accidents or injuries sustained by a child whilst in the care of the provider
- ensure staff are able to implement the safeguarding children policy effectively with particular regard to the procedures to be followed in the event of any child protection allegation against a staff member
- develop planning and provision of activities and experiences to further promote children's purposeful exploration, problem solving, critical thinking, and discussion.

The leadership and management of the early years provision

Clear recruitment and vetting procedures are in place to help ensure that staff are suitable to work with children. A good proportion of staff hold recognised qualifications at Level 3, so helping to underpin their understanding of good childcare practice. Staff appraisals are used to identify areas for continuing improvement and professional development, and staff make use of relevant training courses to build on their existing knowledge and skills. The pre-school has taken positive action to address recommendations made at the last inspection, so helping to ensure continuous improvement in the provision for children's welfare.

Staff have a generally good awareness of how to implement the pre-school's policies and procedures effectively. Risk assessments are detailed and regularly updated, so helping to ensure that any identified potential hazards to children are minimised. For example, arrangements are in place to ensure that children cannot gain entry to separate areas of the premises accessed by other users, so helping to ensure children's safety and security. Staff are able to identify the steps to be taken in the event of an emergency such as a fire or a child being lost, in order to act in children's best interests. They recognise what child abuse and neglect mean and know what to do in the event of any concerns about a child. However, they are less clear on the procedures to be followed in the event of any child protection allegation against staff, so potentially limiting their ability to manage any such incident to safeguard children to best effect.

There are good arrangements to work in partnership with parents. Staff take careful account of initial information about children's individual needs, preferences and abilities. Staff with key responsibility for working with particular children offer frequent meetings with parents to review children's progress and the next steps in their learning. These meetings are effectively supported by the use of recently introduced scrap books containing carefully captioned photographs and samples of children's independent mark marking, so helping staff and parents develop a shared understanding of how to support children's continued progress.

The quality and standards of the early years provision

Children's welfare, learning and development are promoted effectively. Children enjoy energetic play in the fresh air on a daily basis, so enabling them to exercise their large muscle skills. They show growing dexterity as they manipulate collage materials and small tools such as sticky tape dispensers. They develop good hygiene practices within their daily routines, for example as staff encourage them to wash their hands using liquid soap and running water at a portable sink unit in the main play room before eating their snack. Staff make good use of information from parents and other relevant agencies to ensure that any individual health needs are met effectively, for example with regard to the administration of emergency treatment in the event of anaphylaxis. However, accident records are occasionally not countersigned by parents and so do not consistently identify whether parents are fully informed of any injuries or first aid treatment to children.

Routines and resources are organised to enable children to safely take growing responsibility for themselves and exercise choice within daily routines. For example,

children using the cloakrooms by themselves remain within earshot of staff who are therefore able to offer support and assistance to any who are less secure in their self-care skills. Safety surfacing enables children to confidently use balancing and climbing equipment in the outside play area. Children begin to learn about how to behave to reduce risks to themselves and others as staff talk with them about carrying scissors safely or as they participate in regular fire drills.

The pre-school gives high priority to ensuring that key adults responsible for individual children get to know them well because they take account of parents' insights into their own children's starting points and interests, and spend time working with the children. This helps children to settle readily into the pre-school and to show enjoyment and interest in their activities. Staff make use of their observations and assessments of children's interests and progress to identify the next steps in their learning. This information then contributes to future planning and is regularly shared with parents by means of captioned photographs, samples of children's independent creativity, and frequent discussion, so helping all adults work together to support children's continued learning.

Staff promote children's personal and social development well. For example, they involve younger or less confident children in simple games and turn-taking activities with more established children. This enables them to build relationships with others and understand what is expected of them. Children often talk about experiences and events in their own lives. They show ready interest in books and stories when sharing these with staff or using them independently. They often enjoy activities such as using scoops of different sizes to spoon sand into various containers, so gaining practical experience of mathematical concepts such as capacity and shape. Children show growing knowledge and awareness of aspects of the world. For example, they confidently use toy mobile phones or cash tills in their pretend play, or manipulate and fasten different materials together as they make their own collages and models. However, available resources are not always used to best effect to fully extend children's purposeful problem solving and exploration, and staff are not yet fully confident in ways of encouraging children's critical thinking through use of sensitive open-ended questions.

Children learn to recognise and respect their own and other people's feelings and experiences through use of items such as books reflecting different family circumstances and dressing up clothes reflecting different cultural lifestyles. Staff help to ensure that all children feel recognised and valued, for example by using simple signing or visual cue cards to support communication skills. They develop good links with other agencies to help support the inclusion of children with disabilities or additional learning needs.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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