

Bromley Methodist Church Pre School

Inspection report for early years provision

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Type of setting	Childcare - Non-Domestic

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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

Bromley Methodist Church Pre-school is a Christian based group which has been operating since 1967. It is owned and managed by a church management committee. The pre-school is located in Bromley town centre and caters for the local community. The group has use of a large hall and a smaller side room, together with associated toilet and kitchen facilities. The main play area is on one level and the foyer has a slope for pram or wheelchair access. There is a fully enclosed garden area available for outdoor play. The pre-school is open for five sessions per week, Monday to Friday from 9.30am until 12.30pm during term time. It is registered on the Early Years Register to provide care for 32 children aged two to five years. Children are admitted from the age of two years and six months. There are currently 47 children on roll. Children aged three and four years are funded for free early education. The pre-school supports children with special education needs and/or disabilities and those who are learning to speak English as an additional language. Eight staff work directly with the children; four of whom hold relevant childcare qualifications. The pre-school receives support from the Bromley Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school is competent in promoting all aspects of children's welfare and development. Children are safe and well cared for in the welcoming and overall inclusive environment. Partnerships with parents, local schools and other agencies are strong and significant. Children are making good progress in their learning and development, with their needs effectively met overall, and any additional support needs adhered too. The staff meticulously reflect on the service provided, ensuring that priorities for development are quickly identified and acted upon, thereby enhancing outcomes for children consistently. This results in a pre-school that is very responsive to the needs of both the children and their families.

What steps need to be taken to improve provision further?

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

- extend systems to ensure that inclusive practice effectively enables children to value their home culture and linguistic diversity.

The effectiveness of leadership and management of the early years provision

Children benefit from a dedicated and well-established team who are appropriately vetted. The staff have a good range of qualifications and experience. They have a clear understanding of their responsibilities towards the children in their care, which effectively safeguards children's welfare. Staff know what steps to take if they have concerns about a child, and have completed child protection training. Robust records that promote children's health, safety and well-being are well organised and updated annually. Risk assessments ensure that children are safe in the pre-school and when on outings.

The pre-school provides children with a large, welcoming, bright, clean space to play inside with daily access to a well designed and equipped garden area. Children have access to good quality, age appropriate resources and play materials that help to support their development and learning. The manager and staff work together with parents to gain a good understanding of each child's backgrounds and needs to successfully promote equality and diversity. However, systems that enable children to value their home culture and linguistic diversity are not yet fully effective.

Parents are warmly welcomed into the pre-school and have access to a range of well organised policies and procedures. They are kept well informed through daily discussions, news letters and meetings. Additional Early Years Foundation Stage information meetings and achievement cards provide further information on children's learning and development.. Parent's highly positive comments show they are happy with the service provided. For example, parents say, 'the staff are so friendly, my child loves coming to the pre-school;' and " the staff here are approachable and caring. They always listen if I have any worries and my children love it, I would recommend it to anyone". The pre-school builds effective partnerships with local schools, other agencies and professionals, where appropriate. For instance, through attending link meetings at the local primary schools and sending information sheets out where children attend other settings. Local training opportunities are highly valued and used well amongst the staff team as a resource to develop and extend the pre-schools' practice and promote continuous improvement.

The manager and staff give high priority to completing regular in-depth evaluations of the service, documenting the pre-school's strengths and weaknesses. They clearly take into account the views of parents, children and other interested partners to further identify any additional areas for improvement. Previous actions taken to develop the service have led to improved outcomes for children. For instance, the extension of the garden to include a hard surface has created further opportunities for children to develop their physical skills and build their confidence.

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

Children show a very strong sense of belonging as they happily take their name badge off the table and post it into the registration box on entering the pre-school. They are familiar with the routine and expectations and demonstrate a clear understanding of how to keep themselves safe. For example, children happily tell the staff how they "must not run inside, only outside in the garden". They take part in regular fire practices that ensure they know what to do in an emergency. Children clearly understand and adopt good hygiene routines. They wash their hands before snack time using the easily accessible toilet and hand washing facilities, which helps to protect them from the risks of cross-infection. They make healthy choices as they help themselves to a nutritional snack, such as carrot sticks and cheese, with a drink of milk or water. Children enjoy playing outside every day as part of a healthy lifestyle. They have the benefit of a well-planned outdoor area with a hard and grassed surface, depending on the weather conditions. Children practice their physical skills or learn new ones as they attempt to throw the bean bags into a bucket or balance one on their heads as they walk around the garden.

Children develop excellent relationships with staff and other children. They work extremely well, both independently and in cooperation with their peers. Their behaviour is good and they demonstrate a good awareness of responsibility within the pre-school. High levels of independence are developing as they select their own resources and play materials and put them away when they have finished. Children take part in a variety of indoor and outdoor activities and experiences that support their development across the areas of learning, and they are interested and motivated to learn. Activities are well matched to children's interests and abilities. The staff make observations of children's achievements. Systems for using observations to plan for children's future learning experiences and to ensure activities consistently build on children's existing knowledge and skills are secure. Children are keen to communicate. Younger children, and those who are learning to speak English as an additional language benefit from the staff's patience and encouragement as they are learning new words and begin to join in conversations.

Children learn about shapes and letters as they practice making circles and letters in the shaving foam. They begin to solve simple problems when they work together to build a large bridge to crawl through, counting how many bricks are needed to make the posts level. Children find out about the world around them as they are encouraged to plant and care for a range of produce such as tomatoes, cress and beans that they grown in a jar. Staff point out areas of interest when out and about as they take the children on a trip to explore the local area with pictures of landmarks for them to find such as road signs and traffic lights. Staff make the most of diversity to help children understand the world they live in. They endeavour to ensure the range of resources the children play with have positive images of our multi-cultural and multi-ability society. Festivals are celebrated from different religions and planned activities, such as food tasting from around the world help the children to learn positively about differences amongst their peers and others.

Children use their imaginations as they play together in the home corner. They take turns to cook the dinner for one another and feed the babies. The children have free access to a well stocked creative trolley where they can help themselves to glue and scissors to cut and create a masterpiece to take home. Adult-led creative activities such as printing large sunflowers, keeps the children's interest. Staff praise children's achievements and have discussions with them, such as about the colour yellow, as this is the colour of the week. Children benefit from a well-balanced routine. They are well occupied and stimulated throughout the session and they thoroughly enjoy their time at the pre-school.

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	1

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	1
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	1
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	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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