



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 128447

DfES Number: 533082

INSPECTION DETAILS

Inspection Date 04/12/2003
Inspector Name Jill Dawn Butler

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Ashurst Drive Baptist Church Pre-School
Setting Address Ashurst Drive
Gants Hill
Ilford
Essex
IG6 6QH

REGISTERED PROVIDER DETAILS

Name Ashurst Drive Baptist Church

ORGANISATION DETAILS

Name Ashurst Drive Baptist Church
Address Ashurst Drive Baptist Church Pre-School
Ashurst Drive
Gants Hill
Ilford, Essex
IG6 6QH

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Ashurst Drive Pre-School opened in 1969, and is managed by a committee of the Ashurst Drive Baptist Church. It is located in an urban area, close to Gants Hill. The pre-school operates from three activity rooms, each of which has a different function. There is access to an outdoors area, which needs to be risk assessed for safety and security prior to use. Children who attend come from a range of cultural and linguistic backgrounds.

The pre-school is registered for 40 children from two to under five years. They receive nursery grant funding for the three and four year olds.

The pre-school opens five days a week during school term time. Sessions are from 9.30 a.m. to 12 noon.

Six part-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The pre-school receives support from the Early Years Development and Childcare Partnership, and is a member of the Pre-School Learning Alliance.

How good is the Day Care?

Ashurst Drive Pre-School provides satisfactory care for children. It is run by a management committee, the members of which have recently been appointed. The current manager has been in post since the beginning of 2003. There is commitment to reviewing the quality of the provision, and making improvements.

The manager and staff qualification requirements are met. The staff group appropriately reflect the cultural diversity within the local community, and between them speak a range of languages. The premises are bright and welcoming. There are three rooms available, providing opportunities for differing play and learning activities. There is an outdoors area, which is used infrequently, but must be risk assessed for safety and security prior to use.

Most aspects of safety and hygiene are satisfactory.

There is a good adult to child ratio in place, which enhances opportunities for interaction with children and meet their individual needs. The staff group need to become familiar with the Ofsted National Standards for the provision of daycare, so that they are aware of the regulatory framework. There needs to be greater consistency in the management of children's behaviour. There is a good range of play and learning resources available, however the area and presentation of resources used for promoting language, literacy and communication skills needs to be improved. Written policies and procedures need to be reviewed and developed.

Parents are welcomed into the pre-school to help to settle their child, and information is shared about children's welfare and development on an informal basis, however there are limited opportunities created to formally share information with parents; or for them to have input into the running of the pre-school, especially those parents who have English as an additional language.

What has improved since the last inspection?

At the last inspection the pre-school agreed to develop written policies and procedures, to be available and accessible. These have improved but still need to be reviewed and further developed. An operational plan is now in place. Accident recording has improved, but care must be taken to fully complete any entries. The outdoors area is used infrequently, but still needs to be risk assessed for safety and security prior to use.

What is being done well?

- There is a high adult to child ratio in place, which is further enhanced by the use of regular volunteers. This has enhanced opportunities for interaction with children, and meeting their individual needs; which enables the manager to be supernumerary, and deal with organisational matters as they occur.
- The staff group appropriately reflects the cultural diversity within the community; which enhances communication with the children, a significant minority of whom have English as an additional language.
- The premises incorporate three rooms, which are used to provide a range of differing play and learning opportunities. One room is used to provide general activities; another is used for large physical play opportunities, and the third is used for small group activities. Children can make choices as to what activities they wish to participate in.
- There is a good range of play and learning resources available, which enhances children's opportunities to progress and enjoy their pre-school experience.
- The mid morning snack is a sociable occasion, with staff sitting at small tables with the children. Opportunities to develop children's independence are presented as they are encouraged to pour their own drinks. The snack is nutritious, with a range of fruits provided.

What needs to be improved?

- the procedures for vetting adults involved in the provision
- the induction of staff to ensure familiarity with Ofsted National Standards for the provision of Day Care
- the presentation of resources to promote language, literacy and communication
- the procedures for undertaking risk assessments
- the compliance with fire safety by installing a smoke detector
- the completion of accident reports by staff members
- the warm water supply
- the partnership with parents
- the written policies and procedures.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
1	Ensure that there are effective procedures in place for vetting of staff, committee members and regular volunteers.
4	Ensure that if the outdoors area is used, it is secure and free from hazards.
7	Develop and implement an action plan detailing how to ensure there are sufficient staff with a current first aid certificate on the premises or on outings at any one time.
7	Ensure all accident records are fully completed.
14	Develop written policies and procedures relating to provision of day care.

2	Ensure registration certificate is displayed.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Children are making significant weaknesses along the stepping stones towards the early learning goals. Staff are developing an understanding of the early learning goals through courses attended, and input from mentors as part of the Early Years Partnership. In general staff demonstrate sound knowledge in personal, social and emotional, physical and creative development, but lack confidence, particularly in communication, language and literacy, mathematics, knowledge and understanding of the world, and planning. This results in children not always being sufficiently challenged in their learning. Children behave reasonably well most of the time, apart from when less emphasis is placed on helping them to understand the consequences of their actions. Staff provide an attractive environment for the children. They are sensitive to children's needs and interact well with them.

Leadership and management has significant weaknesses. Staff work closely together as a team, and they share each other's expertise and knowledge. The staff team are positive role models to the children, in that they reflect the diversity of the community, and some of them speak several languages which is beneficial to those children who are learning to speak English. Although staff meet regularly to monitor the quality of the provision, it is mostly carried out informally, which sometimes results in opportunities for development and training being overlooked. Overall the management of staff's strengths and weaknesses is too informal.

Staff partnership with parents is generally good. Parents are kept well informed about nursery activities, events and procedures. On the whole staff keep parents informed about their children's general achievements and progress, but do not encourage parents and carers to formally contribute to the assessments of their children. Parents and carers are actively encouraged to become involved in their children's learning, and they participate in some sessions each week.

What is being done well?

- Children develop positive relationships with their peers, they are exceptionally independent, and they are introduced appropriately to cultural diversity.
- Staff create a colourful and attractive environment which enable children to value and appreciate their own work and those of others.
- Staff provide positive role models in a multi-cultural setting.
- Children are learning to develop their self confidence in daily routines.

What needs to be improved?

- the programme for communication, language and literacy to include more

opportunities for more able children to learn the shape and sound of letters and how these link with their names and some simple words;

- staff knowledge and understanding of the early learning goals, and the procedures for managing children's behaviour consistently;
- short term plans to identify more clearly which individuals or groups of children will be specifically targeted, and how activities will be adapted or extended to meet the learning needs of children of differing abilities;
- the use of daily routines and practical situations to develop children's mathematical language and provide them with opportunities to solve problems;
- the provision for the use of technology and programmable equipment, and include more opportunities for children to use and explore these, and provide a wider range of resources to enable children to initiate, experiment and investigate from first hand experiences.

What has improved since the last inspection?

The setting has made satisfactory progress in implementing the five key issues arising from the last inspection. Staff have worked hard to adopt a suitable system to record children's progress and achievements, and information is now used to inform planning. Priority is given to personal, social and emotional, communication, language and literacy and mathematics, and this is reflected in their curriculum plans. However more attention needs to be given to ensure all aspects within those areas are fully covered in plans so children can gain experiences from a broad and balanced curriculum. Staff have built on the provision for writing and as a result, children are developing increasing pencil control. Staff have taken steps to improve opportunities for children to develop listening skills in a group setting, but there are limited opportunities seen on plans to further increase children listening skills in all situations.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in their personal, social and emotional development. Staff warmly greet children on arrival, and help them settle. Children are able to express their feelings well, and they show appreciation to each others culture as they work and play together. Staff actively promote children's independence. Overall children behave reasonably well, apart from when they are not sufficiently challenged or helped to understand the consequences of their actions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children's communication, language and literacy are significantly weak because of the quality of teaching. They are encouraged to talk about their experiences in a group situation, are provided with opportunities to recognise their names. Staff give less attention to increasing children's listening skills, and their understanding of the shapes and sounds of letters of the alphabet. Books are plentiful, but limited in dual languages.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's are making significantly weak progress in their mathematical development. Staff incorporate counting skills in activities. They plan suitable activities to enable children to know and recognise shapes. On the whole, staff lack confidence in the planning and teaching of this area. They miss opportunities to exploit mathematical language and ideas in the course of the children's self chosen activities and in practical routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children's knowledge and understanding of the world is significantly weak because of the quality of teaching. Staff provide a good range of materials which enable children to select, design and construct models. Past plans show opportunities for children to learn about living creatures. Staff do not sufficiently plan for children to explore and investigate how things work or learn about their environment. Children's use of computers are limited.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress is generally good in their physical development. Staff make provision for physical activity each day. All children show good control and agility as they run freely and use soft play equipment. Children manipulative skills are developing well through the use of variety of equipment and suitable activities. Staff provide children with nutritional snacks, but give less attention to helping them to recognise the importance of healthy eating.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children's progress is generally good in their creative development. Staff offer children a variety of planned activities such as painting, drawing and model making. These activities enable children to learn a variety of techniques, and they explore colour, shape and texture in two and three dimensions, which are attractively displayed around the room. Children use their imagination well in role play and in their art work. Too few opportunities for sensory skills and music seen in plans.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Provide more opportunities for more able children to learn the shape and sound of letters and how these link with their names and some simple words;
- Continue to develop staff knowledge and understanding of the early learning goals, and the ways in which behaviour management is consistently applied
- Ensure that short term plans are effective in identify more clearly which individuals or groups of children will be specifically targeted, and how activities will be adapted or extended to meet the learning needs of children of differing abilities
- Make greater use of daily routines and practical situations to develop children's mathematical language and provide them with opportunities to problem solve
- Develop provision for the use of technology and programmable equipment and ensure children have opportunity to use and explore these, and provide a wider range of resources to enable children to initiate, experiment and investigate from first hand experiences.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.