

# Fleckney Baptist Preschool

Fleckney Baptist Church, High Street, FLECKNEY, Leicester, LE8 8AJ

<b>Inspection date</b>	13/01/2014
Previous inspection date	01/12/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The thoughtfully planned playrooms create enabling environments for all ages of children to promote independence and to engage them in purposeful play. They benefit from a wide range of play materials to support their learning and development.
- Staff demonstrate a sound understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The consistent implementation of detailed policies and procedures successfully promotes children's safety and well-being.
- The key person system is firmly embedded and children feel safe and secure. They have a strong voice in the setting and a strong sense of belonging.
- The pre-school supports children's communication and language and staff are skilled at using strategies to ensure children make good progress.

### It is not yet outstanding because

- At times, some staff rush routines and care practices instead of allowing children time to try to be independent.
- Children are not given consistent opportunities to develop their mathematical knowledge during daily routines, particularly when using the stairs. As a result, they do not always practise and build on skills they have already acquired.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector had a tour of the pre-school and observed children playing inside and outdoors.
- The inspector had a meeting with the manager and conducted a joint observation.
- The inspector looked at documents, policies and procedures.
- The inspector looked at planning documentation and had a meeting with the Early Years Professional.

## Inspector

Samantha Faulkner

## Full report

### Information about the setting

The Fleckney Baptist Pre-school was registered in the late 1960's and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the village of Fleckney in Leicestershire. The pre-school is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from three playrooms and there is an enclosed area available for outdoor play. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including one with Early Years Professional Status. The pre-school opens Monday to Friday during term time. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 51 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- use everyday routines and the environment to teach children about numbers for a purpose, particularly when using the stairs in the pre-school
- allow all children more time to get prepared for playing outside or going home, by teaching them how to put their own outdoor clothing on.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

There is a good key person system embedded into practice at the pre-school. Staff start by getting to know children during settling-in sessions and parents are involved by completing a booklet at home about the child's routine and learning. Children participate by drawing pictures of what they like and as a result, their self-esteem is promoted. Staff use their own observations, which are linked to age and stage of development, to complete initial assessments of children. This information is then used to monitor the progress that children make in their learning and to identify any signs of developmental delay. The staff team meet regularly and plan together for all children, taking into account the children's next steps in learning and their interests. Planning is very reflective and reviewed daily, ensuring that it always meets the needs of individual children. As a result, children enjoy their time at the pre-school and learn with enthusiasm. Staff share children's learning through well-written assessments and verbal hand-over with parents every day. However, all children have a communication book, which is used when other

carers or childcare professionals collect children. This ensures that parents are always informed of progress and can support children's learning at home. Staff complete progress summaries for children aged two. These focus on the prime areas of learning and are used effectively to identify any signs of delay, ensuring that early intervention helps to support future teaching and learning.

Staff ensure that all seven areas of learning and development are provided through an exciting and enriched learning environment. For example, children explore the properties of ice, through frozen toys and watch as the ice cubes melt. Staff extend the activity by asking open questions about what the children see and what they think will happen. Children explore with interest and are keen to understand the process of melting ice. Staff understand the different ways that children learn and use this information to provide an environment that is exciting and challenges the children. For example, children thread pasta, straws and buttons, using real needles to make their own pieces of jewellery. Children experiment with resources and use scissors to cut pasta shells and wool and chat freely to other children and staff about what they do. Staff support mathematical development through planned activities, however, they do not consistently use daily routines to further extend this learning. For example, children use the stairs daily to access the outdoor play ground but staff do not count the stairs or the children and as a result miss an opportunity to teach mathematics in real contexts.

The pre-school strongly focuses on communication and language with all children. Staff teach their key children in small groups and use techniques to promote speech and language. Staff learn strategies by observing practice at the local children's centre and cascade this to all staff members. Children with delays in speech and language are identified early and a support package is offered, in partnership with other professionals. Children with English as a second language are supported. The pre-school has obtained dual language books from County Hall and parents are encouraged to read these with their children at home. Key words are displayed in both languages and the pre-school translates children's reports into the home language to fully involve parents. Children's language is further supported by skilled staff. For example, a member of staff observed a child playing on their own, so she played alongside, on the carpet and modelled sorting the toy cars into colours. The child copied and repeated the new language and when other children joined in the member of staff withdrew and observed his language and personal, social and emotional skills from a distance. As a result, children make good progress in their communication and language. Children are prepared for school by an experienced and motivated staff team who promote their learning and work in good partnership with the local primary school.

### **The contribution of the early years provision to the well-being of children**

Children are familiar with their key person and work in small groups for activities. However, all children are happy and secure with all adults working in the pre-school and show high levels of self-esteem and confidence. Routines support children's independence. For example, the pre-school offers a snack bar and children use a self-registration to find their name and take a turn at the table. The children are supported to pour their own drinks and choose their own snack and, once finished, clear away their own plates and

cups. At lunchtime, children take responsibility for washing their hands and choosing food from their packed lunch bags. The environment enables children to be independent. Toy boxes are labelled and in easy reach for children, meaning they can choose what to play with. However, at times, some staff rush routines, such as putting children's coats on for them and do not allow all children to try to be more independent.

Staff teach children how to be safe and provide opportunities for risk-taking. For example, children visit a local field and enjoy climbing trees, while being closely supervised. They use crates and planks to make obstacle courses in the outdoor play areas and they use needles in the craft area indoors. Staff closely supervise children and thorough risk assessments demonstrate staffs' ability to keep children safe while allowing them to critically explore their environment and resources. As a result, children are able to learn through exploring and playing. The pre-school has clear strategies for behaviour management and all staff have consistently high expectations of children. Consequently, all children are well behaved and there is a lovely, relaxed learning environment where all children are engaged in stimulating activities.

Staff promote healthy eating, through group discussion, puzzles, games and stories. They encourage parents to send healthy packed lunches and teach children to eat their sandwiches before any desserts. Children have daily access to the outdoors for physical play, however, in exceptions when the weather is unsafe, children use a large indoor hall, to ensure they stay fit and healthy. Staff deployment is effective. The staff team work extremely well together and are motivated to see children learn and progress. They know their children well and work intuitively together. Tasks and routines are equally shared and staff all respond to children's individual needs. Supervision and ratios are high, further supported by students and volunteers, meaning that children are kept safe. Children are confident and new children separate from their parents with ease. They enjoy visitors to the pre-school and freely chat about how much they enjoy attending. As a result, this confidence will help children have a smooth transition to school.

### **The effectiveness of the leadership and management of the early years provision**

This inspection was brought forward as a result of an accident in the outdoor play area. The provider is found to be meeting all of the welfare and safeguarding requirements of the Early Years foundation Stage and has made appropriate changes to policy to reflect comments from the parent of the child concerned. The manager has a great deal of experience and knowledge and is skilled at motivating the staff team. She identifies staff strengths and supports the team to further develop their professional knowledge and training. The manager has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and has clear policies and procedures to support this. These are regularly reviewed and changes made to reflect recent changes to the Early Years Foundation Stage or incidents at the pre-school. For example, the first aid policy is amended to take into consideration parents' views after a recent incident. This demonstrates the setting is passionate to improve the effectiveness of dealing with parents' complaints. The manager and Early Years Professional reflect on the provision and involve staff and parents in reflecting on what service they provide and how they can

make improvements. As a result, the pre-school has a clear development plan and is focused on improving the quality of teaching and learning for children.

The manager and the staff team have attended training in safeguarding and all of the staff team are knowledgeable about the signs and symptoms of abuse and what steps they need to take to safeguard children. The recruitment process is robust and the manager ensures all staff are suitable to work with children and continue to be so. Staff understand their responsibilities to disclose any changes to their suitability. These steps ensure that children are safeguarded at the pre-school. There is a good system for inducting new staff, which ensures they fully understand their roles and responsibilities. Staff receive regular supervision and appraisals from the manager and the manager is supported by the committee. This process ensures that staff have regular opportunities to discuss any areas for improvement and to identify any concerns with children. Additionally staff are encouraged and supported to attend further training and, when they do so, this is cascaded to the whole team, ensuring that it has a positive impact on teaching and learning. Staff are qualified in paediatric first aid and certificates are displayed on the staff notice board.

Parents speak highly of the pre-school and there is a strong partnership. The pre-school monitors and evaluates how effective they communicate with parents and strive to find new and different ways to engage with parents. The manager has a good understanding of the learning and development requirements of the Early Years Foundation Stage and monitors the planning and children's individual progress through regular cohort studies. These are used to analyse which areas of the curriculum are being offered and allows staff to make any changes necessary. The pre-school has strong partnerships with other settings and childminders who share the children's care. Staff visit children in different settings and welcome staff into their pre-school to observe the children. Staff share Learning Journeys and regularly talk to providers about children's next steps. This two-way flow of information ensures that children have continuity in their learning and teaching of adults who care for them, ensuring they make good progress.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	226398
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	948045
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	27
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Church Officers of Fleckney Baptist Church Committee
<b>Date of previous inspection</b>	01/12/2011
<b>Telephone number</b>	0116 2404276

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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