

Abundant Life Church Pre-School

Inspection report for early years provision

Unique reference number	EY293760
Inspection date	12/01/2009
Inspector	Ann Doreen Burford
Setting address	The Church Hall, Auxerre Avenue, Greenlands, Redditch, Worcestershire, B98 7QT
Telephone number	07791 576701
Email	
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).

Description of the setting

Abundant Life Church Pre-school opened in 2005 and is known locally as Sunnydays@alps. It operates from one room in a church hall. It is situated within a housing estate in Redditch, Worcestershire. Access is via a ramp to the front of the property and 3 steps to the outdoor area to the rear of the property. There is a toilet which is accessible for wheelchair users. The pre-school is open each weekday from 09:00 to 14:45 for 50 weeks of the year and children attend for a variety of sessions. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years register and a maximum of 20 children may attend the pre-school at any one time. There are currently 13 children on roll aged from two to under five years on roll, of these seven receive nursery education funding for the Early Years Foundation Stage (EYFS). Children attend from the local area. The setting employs two staff. Both staff hold an appropriate early years qualification.

Overall effectiveness of the early years provision

Children settle well in the pre-school and develop strong relationships with staff. The staff actively seek to adapt activities to promote inclusive practice by identifying individual needs and work in close partnership with parents to achieve this. The staff have implemented a new system to evaluate the welfare, learning and development of the setting with support from development workers from the local authority. This is beginning to help them to identify an action plan for future improvements which are yet to be implemented.

What steps need to be taken to improve provision further?

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

- ensure staff receive training on the administration of medicines requiring technical knowledge, which must be specific to the individual child
- ensure the kitchenette is suitably maintained and review risk assessments, specifically reduce trip hazards
- expand the opportunities for children to self-select resources and lead the play
- expand the learning opportunities in the outdoor environment
- evaluate the learning environment and how improvements to the layout of the room can fully promote all the areas of learning.

The leadership and management of the early years provision

The staff are caring and have a lovely relaxed manner which enables them to make families feel welcome. They are aware that they are situated in an area that

is designated as disadvantaged, with many families on low incomes, so understand the importance that education has in supporting families economic well-being. The setting has a sound ability to make continuous improvement because all the staff and local authority development workers have worked together to identify their strengths and some of their weaknesses. They have not yet addressed all of the identified areas of weakness but have the support of relevant agencies and professionals to help them do so. They have made improvements since the last inspection by addressing all of the recommendations.

Supporting children staying safe is mainly promoted. Evacuation procedures are identified and safety equipment is available. Risk assessments are in place which inform the daily check lists. However, some hazards are not identified, such as trip hazards and the kitchenette area has missing tiles and peeling paint. Safeguarding procedures are followed to protect children from persons not vetted and staff understand their responsibility in protecting children. Security is suitably maintained because the front door is locked, visitors identity checked and all staff and committee members are vetted. The supervisor liaises with statutory agencies to protect children. The gentle supportive approach of this setting helps parents develop their skills and support children making adequate progress. Staff access relevant safeguarding children training and have guidance to use as a reference.

Children are developing their confidence and sense of belonging because staff work in close partnership with parents and where appropriate with relevant agencies. Parents receive detailed information about the group before children start and have strategies in place to have the information translated when needed. Children's starting points are identified in consultation with parents during the induction visits and they have an ongoing dialogue with their child's key person throughout their attendance in pre-school.

The quality and standards of the early years provision

Children enjoy learning and make adequate progress given their starting points, though this may be variable across some of the areas of learning. Staff access relevant training and regularly attend support meetings to improve their knowledge of how children learn. However, the evaluation of the impact on learning of the layout of the room has not been completed. Consequently, staff are not confident in how they can enhance learning which impacts on children's progress. The staff endeavour to promote personal, social and emotional development to help children develop a positive attitude to learning. Individual starting points are identified with parents and this is used to provide a sound range of experiences and resources. Children can choose from a suitable range of resources and activities set out by adults, however, there are limited opportunities for them to self-select which impedes their ability to initiate their own learning.

Children are encouraged to recognise their own unique qualities, the characteristics they share with others and are encouraged to develop a positive sense of identity. Anti-discriminatory practice is actively promoted so that all children and families feel included, safe and valued, for example by learning about children's own home culture and language. Families are actively encouraged to bring in artefacts to

show the other children. Some children are beginning to show care and thoughtfulness towards each other as they are building respect for others. They beam with pride when receiving praise, are helped to carefully consider the feelings of others. This is especially true of children who need extra support, their thought for others is good because staff take time to help children explore their own feelings and the consequences of their actions on others.

Healthy lifestyles are satisfactorily promoted. Both staff are first aid trained. Record keeping procedures are in place for the administration of medicines, but strategies to ensure staff are trained to administer medicines requiring technical knowledge, which must be specific to the individual child, is not in place. Physical play is available both indoor and outdoors at certain times. Outdoor play is time limited because children cannot freely access the area. There is a climbing frame and some ride-on toys for use indoors. Children do learn to grow some flowers and herbs and enjoy being able to dig in the garden. However, the learning in the outdoor area is often restricted to physical play and some knowledge and understanding of the world activities.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 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.