

# Cheam Baptist Church Pre-school

Malden Road, Cheam, Surrey SM3 8QB



<b>Inspection date</b>	31 January 2019
Previous inspection date	29 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are familiar with routines and show a high level of independence when they arrive. For example, children freely select the activity they want to play with and move onto the next, either outside or inside.
- The recommendations from the last inspection have been met to a good standard.
- Staff provide good support for children with special educational needs. They work effectively with other professionals, such as the speech therapist, and the schools that children transition to. This helps to ensure that children's learning, development and welfare needs are shared in order to secure good outcomes.
- Children thoroughly enjoy learning in the newly developed outside play area. For instance, children challenge themselves as they balance on wooden beams and ride bikes around the racing track. This helps to support children's good physical skills and spatial awareness. Staff encourage children to discuss their play and engage them in meaningful discussions about their learning.
- Children have good relationships with staff, including key persons, who are successful in promoting their confidence and emotional well-being.
- Managers and staff develop strong partnerships with parents. This unified approach helps to maintain continuity in children's learning. For example, children, including those with special educational needs and their families, receive the support they require. Parents report very high levels of satisfaction.
- Staff miss some opportunities to use their good knowledge of teaching techniques to enhance and extend children's mathematics during adult planned activities.

## What the setting needs to do to improve further

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

- improve opportunities for children to make their contributions during adult-led activities so that they make better progress in their early mathematics.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development indoors and outdoors.
- The inspector held meetings with the manager and some members of staff.
- The inspector toured the premises and carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection. The inspector took account of written testimonials received on the day of the inspection.
- The inspector looked at children's records, planning documents, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

### Inspector

Vicky Forbes

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff are clear about their responsibility to protect children. They know the procedures to follow and who to contact if they have a concern about a child's welfare. Managers are steadfast in making sure staff discuss safeguarding matters at every staff and appraisal meeting. Additionally, managers ensure staff receive relevant training to enable them to extend children's learning and to secure improved outcomes. Staff have worked with parents and children to review the outdoor provision. They have acted on the feedback. Children now enjoy plenty of exercise, and more engaging and stimulating play, under an all-weather cover. Children play on protected surfaces to help minimise injury if they fall. Staff work with other professionals to provide targeted support for vulnerable children and their families. They have significantly improved communication with parents by providing weekend family workshops to support children's learning at the setting and at home.

### Quality of teaching, learning and assessment is good

Children are self-assured in discussing their play, and they engage with each other and with unfamiliar adults. For instance, children invited the inspector to join in their role-play. The 'doctors' and 'nurses' checked that the inspector was healthy. Staff encourage children to discuss their play and this helps to promote their communication, language and understanding of the physical world. This is demonstrated when children use the world map and sound buttons to learn more about the countries they visited on vacation. In the garden, children experienced the feel of a leaf being waved next to their faces and this heightened their sensory experience. Staff plan accurately for children's learning and are effective in assessing their next steps. They quickly identify any gaps in children's learning and address these in a timely manner.

### Personal development, behaviour and welfare are good

Most children separate well and are happy to leave their parents. Children who require additional support to settle receive it from caring staff, who provide comfort and reassurance. Children behave well and they fully enjoy learning in the newly developed outside play area. For example, children challenge themselves as they line up patiently to balance on wooden beams, ride bikes around the racing track and play football. All these experiences help to support children's good spatial awareness and physical and social skills development. Staff promote children's independence and healthy lifestyles when they encourage them to discuss and cut their own fruit and vegetables at snack time.

### Outcomes for children are good

Children, including those with special educational needs, make good progress in their learning and development from their starting points. For example, children use visual cues and signing when they work in small, focused groups to blow bubbles, paint and sing familiar songs. Children thoroughly improve their early reading and literacy when they self-register, learn the days of the week and share stories. They develop their good understanding of the world when they take 'bear' home, log his amazing adventures and share these with others. Children develop the skills they need for their move to school.

## Setting details

<b>Unique reference number</b>	139908
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10066330
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Cheam Baptist Church
<b>Registered person unique reference number</b>	RP522084
<b>Date of previous inspection</b>	29 April 2016
<b>Telephone number</b>	020 86425070 or 07938140813

Cheam Baptist Church Pre-School registered in 1992. It is situated in Cheam Village, in the London Borough of Sutton. The pre-school is open Monday to Thursday from 9am to 3pm, and Friday from 9am until midday. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs nine members of staff. All staff hold relevant early years qualifications at level 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

