



## **Elim Church Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	143105
<b>Inspection date</b>	03 July 2006
<b>Inspector</b>	Jennifer Barton
<b>Setting Address</b>	Larkhill Christian Centre, Larkhill Road, Yeovil, Somerset, BA21 3HW
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<b>Registered person</b>	Elim Church Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Elim Church Pre-School opened approximately 14 years ago and operates from the Larkhill Christian Centre in Yeovil, Somerset. It is a Christian-based group, which has a church management committee.

The premises consist of three play rooms and are accommodated according to age and ability. There is no outdoor play area available, although there is a ground floor room which is used to provide physical play activities. The pre-school also have use

of a nearby allotment, where children can grow their own plants and vegetables.

At present there are 61 children from two years to five years of age on roll of which 49 children are in receipt of funding. The pre-school is open Monday to Friday during term-time, from 09:00 to 15:30 and children can attend full or part time. The pre-school is currently supporting a number of children with learning difficulties.

There are nine staff employed to care for the children, including an overall manager and two room supervisors. The majority of staff have qualifications in early years child care and education to level 3 or above and other staff are currently completing relevant training. The pre-school receive support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children enjoy a healthy environment, although there is no outdoor facility available children participate in daily physical activities provided in the playrooms and hall. They enjoy structured activities such as, obstacle courses and are able to use large climbing equipment to promote their physical development. Children also have the opportunity to be involved in the care of the pre-schools allotment, which contributes to a healthy lifestyle as they work in the fresh air planting and caring for the vegetables and fruit they grow.

Children enjoy healthy and nutritious snacks through a 'café' style system and drinking water is constantly available through a dispenser in the playroom. This allows children to eat and drink according to their individual needs and ensures they are becoming aware of how activities and the weather effects their bodies. Children are learning about healthy foods through discussions with staff and planned activities.

Children are learning about personal hygiene and understand why they wash their hands after messy play, visits to the toilet and handling food. They are protected well against infection and illness as they easily access antibacterial soap and disposable towels. Accident and medication records are completed appropriately and good procedures are followed when children are unwell.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a safe and secure environment. Children's safety is promoted well through risk assessments which minimise accidents. Staff have provided door and stair gates and low handrails on stairs to enable children to move safely around the premises. Effective door security and procedures ensure the safe arrival and collection of children.

Children enjoy a friendly, bright and welcoming environment. The premises and

space are adequate and suitably organised. Children are able to access two main playrooms and a hall used for physical play. The downstairs room is for the younger children and the upstairs for the older children which ensures children are provided with the appropriate furniture, toys and equipment. Children are able to move around in their rooms freely and safely, and easily access the toys and equipment. Children's development is supported appropriately through a suitable range of toys and resources which are well maintained.

There is a good policy for outings and for visits to the allotment which ensures children are kept safe away from the premises.

Staff have an appropriate knowledge of child protection issues and a recently reviewed policy ensures the correct procedures are in place to keep children protected from harm. Procedures to be followed in the event of a fire are displayed and suitable fire extinguishers and fire blankets are provided, however, they are not all appropriately located. Children are made aware of fire safety through participation in fire drills but no fire log record is completed.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are happy and settle well in the welcoming environment and have easy access to a suitable range of toys and resources to appropriately promote their development. Good relationships between the staff and children ensure that staff know the children well and are able to support their individual needs. Children are confident and independent and daily routines such as, snack time and making play choices develops these skills.

Children are involved in a suitable range of activities that supports their learning in all areas, however, some activities are not challenging or interesting enough to extend some children's learning to help them reach their full potential. Some staff provide over adult led activities and do not interact appropriately in children's play to encourage their learning and progress.

Children participate well in singing, music and movement activities and they are enthusiastic with their actions. They enjoy making models such as, dinosaurs and buildings with construction toys which encourages their creativity and imagination.

Plans, comprehensive assessments and records on children enable staff to plan children's next steps.

Staff have a sound knowledge of the Birth to Three matters framework and the plans link to these areas of development.

Nursery Education.

The quality of teaching and learning for funded children is satisfactory. Staff have a sound knowledge of the Foundation Stage and children are making appropriate progress across the six areas of learning. Plans provide a balance of activities across

the six areas of learning but activities are not challenging for the more able children to help them reach their full potential. Children are regularly observed and comprehensive records show how children are progressing along the stepping stones, but do not record children's progress along all the stepping stones.

Children are growing in independence and confidence and this is encouraged through good daily routines such as, choosing their own activities and 'show and tell' at circle time. Children's listening and speaking skills are developing appropriately and they enjoy listening to stories and singing rhymes. They have many opportunities in their daily routines to learn the sounds of letters and recognise their names. Children participate in many activities to learn about numbers and counting such as, hopscotch and number games but there are limited opportunities to reinforce simple number problems during daily routines.

Children are competent using information technology which appropriately supports their learning. They are able to experience using a range of tools and equipment such as, in gardening and cooking which develops their coordination.

Children have a good awareness of their own environment as well as becoming aware of the wider world through planned activities.

Children have many activities to develop creative and imaginary skills, however, the development is limited due to inappropriate staff interaction and unchallenging activities.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are respected and valued as individuals. Children with learning difficulties are well supported and staff work well with parents and professionals to give consistent care and support to the child. Children benefit from a setting that provides first hand experiences of diversity. Planned activities and appropriate resources reflect a positive image of different cultures and disability. Staff are proactive in teaching all children some sign language and parts of the premises are accessible to wheelchair users.

Most children generally behave well, they are learning to share and take turns during activities. Staff regularly praise and encourage children and children respond well to the 'superstar' system for achievements such as, being helpful and kind. Some children, however, lack sufficient support and challenge and consequently their behaviour deteriorates.

Partnership with parents is good. Parents are well informed about the setting through comprehensive information such as, prospectus, displays and notice boards. Staff have daily verbal contact with parents and arrange formal meetings to discuss and share children's progress and development. Parents receive written progress records on their children and are invited to share their skills and be involved in their children's learning through participating in sessions.

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

## **Organisation**

The organisation is satisfactory.

Children are well cared for in suitable premises where space is appropriately organised to support adequately children's care, learning and play. Staff are well qualified and have appropriate knowledge of children's development. Children are grouped appropriately but sometimes staff deployment is not effectively supporting all children.

Leadership and management is satisfactory. Defined roles are in place and systems for monitoring the provision such as, re-introducing staff appraisals and questionnaires for parents are planned. Staff meet regularly to discuss the day to day running of the provision and the recently appointed manager has identified areas for improvement such as, regularly reviewing the operational plan.

Children's welfare is appropriately supported through good documentation, paperwork and effective partnership with parents. The satisfactory quality of care and nursery education supports the requirements to meet children's individual needs. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

The previous integrated inspection asked the setting to; produce procedures to be followed in the event of a child being lost or not collected; develop a staff recruitment system and implement systems to monitor the quality of care of the provision; develop planning to ensure children can extend their learning and that they are sufficiently challenged in every day activities.

The setting has provided clear procedures in the event of a child being lost and uncollected and consequently ensuring children's wellbeing and safety.

Staffing files were available during the inspection confirming staff have appropriate qualifications and suitability checks. Staff recruitment systems and systems for monitoring the provision are being implemented and formally included in the reviewing of the operational plan. This will ensure appropriate procedures and provide suitable adults to care for children. Monitoring systems will ensure the staff and provision identify areas for improvement so the provision continues to improve and meet the needs of children. However, these areas will continue to be improved in this inspections recommendations.

Staff are evaluating plans to show they are meeting children's needs but the more able children are not maximising their learning through lack of sufficient challenging activities. This will continue as a recommendation in this inspection.

## **Complaints since the last inspection**

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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review procedures to promote fire safety with regard to the location of fire blankets and the completion of a fire log record to ensure children's safety
- continue to implement formal systems for effectively monitoring staff and the provision, to ensure a continual improvement to meet all children's needs
- further develop the operational plan and review staff induction and staff deployment to ensure all children are well cared for and supported

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop planning in all areas to ensure there are challenging activities and sufficient appropriate staff interaction to maximise children's learning

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