



Emmanuel Pre-School

Inspection report for early years provision

Unique Reference Number	109416
Inspection date	23 February 2007
Inspector	Alison Weaver
Setting Address	Emmanuel Church, Hawkswood Road, Hailsham, East Sussex, BN27 1UG
Telephone number	01323 840560
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Registered person	Emmanuel Pre-School
Type of inspection	Integrated
Type of care	Sessional 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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Emmanuel Pre-School opened in 1990. It operates from two rooms in a church building on the outskirts of Hailsham. A maximum of 30 children may attend at any one time. The group opens five days a week during school term times. Sessions are from 09.10 until 12.10. All children share access to an outdoor play area.

There are currently 41 children from two to under five years on roll. Of these 32 children receive funding for nursery education. Children come from a wide catchment area. The setting currently supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The setting employs seven staff. Of these, five staff including the manager, hold early years qualifications. There are two members of staff working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean and warm environment. Staff help prevent the spread of infection in the setting by, for example, ensuring the tables are clean before the children have their snacks. The children in nappies are kept clean and dry. Staff have good hygiene procedures for nappy changing. Children learn the importance of good personal hygiene through everyday routines, including hand washing after using the toilet and before eating.

There are sufficient first aid trained staff to ensure that children receive appropriate care in the event of an accident. Staff obtain the necessary information about children's individual health needs from parents. This helps promote children's welfare. Sick children are cared for appropriately and parents are kept informed about any health concerns.

Children learn about the importance of healthy eating through some themes and through the snack time. The children have healthy snacks such as crackers and fruit. They have easy access to a jug of water so they can help themselves when they get thirsty. Staff use some everyday opportunities, such as story times, to chat to the children about what is good to eat.

Staff provide a broad range of activities, which effectively promote children's physical development. The children enjoy movement activities and outdoor play. They show good co-ordination as they run outside and play safely with a variety of equipment such as trikes, buggies and cars. They enthusiastically join in with the action songs as they pretend to be butterflies and dinosaurs. Their fine motor skills develop well as they use a wide range of tools and small equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from playing in a secure and safe environment. The staff ensure that there is no unauthorised access into the building. Staff are deployed effectively so that children are appropriately supervised. Children enjoy playing with a wide range of equipment that is appropriate to their age and stage of development. The equipment is safe and in good condition. Staff sometimes use everyday routines and activities to reinforce safety messages with children to help them learn how to keep themselves safe.

Staff carry out daily visual safety checks to ensure that the rooms used are safe for young children. Staff have not used the formal written risk assessments to monitor safety for children in all areas of the setting for some time. Appropriate safety equipment is in place, including socket covers and a fire blanket. The setting has not carried out a recent fire drill to ensure that all staff and children are fully aware of what to do in an emergency. There is a first aid box available but several items are unsuitable to use as they are out of date.

Staff have a satisfactory understanding of child protection and are aware of what to do if they have a concern about a child. This helps promote children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily and soon settle into the group. Staff greet them and make them feel welcome. The children chat together with their friends at the circle time when they arrive. They fully engage in circle times and proudly present the item they have brought for the letter table. They enjoy the wide range of fun activities that are made available. They become absorbed in activities such as play dough and painting. The children move confidently around the activities, choosing what they want to play with. They approach adults to talk to them and ask for help when needed. They enjoy their time in the setting and play well together. All children enjoy plenty of opportunities to develop their social skills. Staff are very caring and friendly, which helps children develop their confidence and achieve.

Nursery Education

The quality of teaching and learning is good. Overall, staff interact effectively with the children, particularly at circle times. In general, staff use good open-ended questions to encourage children to think and express themselves. Children are usually well supported by staff but a few activities, such as role-play and moving to music, have less adult input to help extend children's learning. Staff use resources and materials well to meet the needs of the children. The use of the storage trolleys is good as it gives children opportunities to develop their independence as they can help themselves to different resources. Part of the weekly 'Explorer' session is overly structured. This limits the opportunities for children to develop their independence and make their own choices.

The curriculum is broad and balanced, covering all six areas of learning well. The written plans are detailed and show clear links to the areas of learning and stepping stones. Staff have the necessary information to enable them to carry out an activity easily. However, the activity plans do not always show clearly how activities can be adapted to meet the differing needs of children to ensure they are all challenged appropriately.

Regular observations identify children's stage of learning and these are used to complete the records of their progress and inform future plans. Staff know the children well and informally discuss together the next steps for individual children. They set targets for these children and make effective use of one of the storage trolleys to plan and provide resources that will help them develop.

Children's independence develops well as they see to their own needs such as putting on coats and washing their hands. However, they are unable to pour their own drinks and help prepare snacks at snack time. They have some opportunities to make their own choices of equipment at the well-resourced graphics table and free choice storage trolley. The children develop good relationships with peers and adults. They learn to share and take turns when playing together, for example, as they play 'Bingo Bears'.

Children talk confidently to friends and in the group times. They show a good use of vocabulary as they share their experiences. Children develop an awareness of the link between sounds and letters through a variety of activities including the 'letter of the week'. They enjoy looking at

books and listen intently to stories. They enjoy the story sacks such as 'The Old Woman who swallowed a fly'. Children explore different forms of mark making and learn to form some letters and write their names. There are limited opportunities for children to begin to recognise simple words and see different types of print in visual displays and labelling around the rooms.

The children have many opportunities to develop their understanding of number in the range of activities available. They confidently count and learn to recognise numerals. The role-play area is not always used to help promote mathematical development such as in labelling and pricing shop items. Children enjoy number rhymes and songs such as 'Ten in a bed'. They begin to develop an understanding of simple calculation through planned activities and staff interaction. They explore measuring as they take part in cooking activities. They learn about shapes as they make different pictures. They develop an understanding of size as they play board games where they find the right sized bears.

Children enjoy celebrating different festivals and learn about how others live. They regularly use different forms of simple technology such as programmable toys and remote control vehicles. They also have regular access to a computer. Children are given many opportunities to explore using their senses, for example, as they play with sand, cornflour and play dough. They look at different items such as shells, wood and leaves using the magnifiers. They make good use of the variety of tools they have available including staplers, scissors and a sellotape dispenser.

Children express themselves creatively through a range of mediums including painting and play dough. They enjoy using the graphics table to make different models with the materials. Children enjoy listening to different types of music and thinking about how it makes them feel.

Helping children make a positive contribution

The provision is good.

Staff value children as individuals and meet their needs well. Children from a variety of backgrounds are welcome in the setting. Staff obtain information from parents about their child so they can respect their wishes and meet children's needs. Staff ensure that children have access to a variety of resources that represent the wider community. These include cooking items in the home corner, dressing up clothes, dolls and puzzles. There are a few resources that show positive images of disability. These resources and the planned topics help children develop a positive attitude to others and learn about the world around them.

The setting has good arrangements in place to care for children with learning needs and disabilities. Staff support these children well and give them the necessary care. They work closely with parents and other professionals to help these children achieve and make progress.

Children behave well and respond positively to staff. They learn to play happily together and to share toys. The staff deal with any incidents well by explaining to the children about how they should behave. The staff also use stories effectively to promote children's understanding of appropriate behaviour. Children's self-esteem develops as staff value children's contributions, particularly in discussion times. Children benefit from the praise and encouragement given by staff. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. The parents of funded children receive some helpful written information about the Foundation Stage, which gives them a good overall picture of what children are learning. The curriculum plans are displayed so that parents can see what activities the children are enjoying. Parents are encouraged to bring in items for the topic work and the letter table. There is no information given to all parents of how to continue children's learning at home. The home link books help to keep parents informed about their child's development. Parents are able to meet formally with staff to discuss children's progress towards the early learning goals.

Organisation

The organisation is satisfactory.

The day-to-day running of the setting works well and space is used effectively for the children. Different play areas are created in the large hall and the side room is used well for smaller groups. Children are appropriately supervised during the sessions. The staff work well together as a team and are supportive to each other. They create a calm and friendly atmosphere for the children. The setting meets the needs of the range of children for whom it provides.

The necessary documentation, which contributes to children's health, safety and well-being and meets regulations, is in place although not all paperwork is easily available. There is a satisfactory recruitment procedure in place to help ensure that staff are suitable to work with children. However, the maintenance of the staff records is weak which makes it difficult for the management to provide clear evidence that staff are appropriately cleared and qualified to work in the setting. There is a lack of clarity within the group as to whether some of the qualifications are currently recognised.

The ongoing development of staff is promoted through a satisfactory induction. The management is in the process of introducing a formal appraisal system to help support and develop staff. The staff are encouraged to keep up to date with childcare practices through ongoing training. They are very clear about their individual roles and responsibilities, which helps the group run smoothly. There are a range of policies and procedures that give practical information to staff and parents about how the setting operates.

Leadership and management are satisfactory. The staff work together to plan the curriculum. Each member of staff takes on a role so that everyone is involved. Overall, the staff know how to support children in their play and learning. Some evaluation of the plans and activities are carried out to identify areas of improvement and ensure that children benefit from attending the setting. The new manager is keen to improve and develop the nursery education provision. The group is not fully conversant with all the national changes in childcare.

Improvements since the last inspection

At the last care inspection, the group was asked to ensure that drinking water is made available to children. The group now provides a jug of water and cups that children can easily access. The group was also asked to extend the resources to promote equality. The group has increased the resources available and makes use of a local toy library to help develop children's awareness of differences in society.

At the last nursery education inspection the group was asked to extend the opportunities for parents to contribute to children's learning and assessment. There has been some improvement in that parents are able to attend regular meetings to discuss children's progress and some contribute comments to the children's profiles. This helps parents and staff work together to help children make progress.

The group was also asked to provide more opportunities for children to become familiar with print and begin to recognise simple words by using visual displays and labelling. There has been limited progress in this key issue and remains an area that needs further development.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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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):

- improve safety with regard to the practice of fire drills and the contents in the first aid box
- improve the system for record keeping with particular regard to staff records.

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):

- develop the planning to show how children working at different rates and abilities can be challenged and extended appropriately
- continue to develop children's independence through the use of snack times (also applies to care).

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk