

Emmanuel Pre-School

Inspection report for early years provision

Unique Reference Number	251428
Inspection date	06 July 2007
Inspector	Susan Smith
Setting Address	Emmanuel Church Rooms, Rose Lane, Bungay, Suffolk, NR35 1DQ
Telephone number	07789710868
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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 satisfactory.

WHAT SORT OF SETTING IS IT?

Emmanuel Pre-School is managed by a voluntary management committee made up of parents of children at the pre-school and members of the local community. It opened in 1968 and was previously known as Bungay Playgroup. It reregistered in 2000 as the Emmanuel Pre-school. A maximum of 25 children may attend the pre-school at any one time. The pre-school is open from Monday to Friday during term time from 09.15 to 11.45. There is no outside play area.

There are currently 40 children aged from two to under five years on roll. Of these 17 receive funding for nursery education. Children come from the local community and wider rural area.

The pre-school employs five staff. All of whom, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted. Children are cared for in a warm, clean, appropriately maintained environment. Suitable standards of cleanliness and sound hygiene practices minimise the risk of infection. The staff use anti-bacterial spray when wiping tables before snacks are served. Children are beginning to learn the importance of personal hygiene as staff remind them to wash their hands after they use the toilet. The setting has recently had a sink installed into the main play room. This enables children to independently access hand washing facilities during their play. Procedures are in place to support children's welfare if they have an accident and to obtain parents' written consent to administer medication and records of medication administered are maintained.

Children can choose when and what to have for snack from a variety of fresh and dried fruit. Occasionally, children bring in home made biscuits to share at snacktime to celebrate their birthday with their peers. This helps children feel valued and enhances their self-esteem. Staff promote children's understanding of the importance of a healthy diet while discussing food that is good for them. Children choose from milk or water at snack time and drinking water is available throughout the session. Children's individual dietary requirements are discussed with parents before care is provided and details are kept to remind staff of their allergies. As a result, children's dietary needs are met.

All children enjoy a range of active play which helps them to maintain their physical health. Although the setting does not have access to an outside play area children are able to participate in indoor exercise throughout the session. They enthusiastically move with ribbons to a variety of music displaying a good awareness of loud and soft sounds and fast and slow pace. In addition, they skilfully manoeuvre around the room on ride on toys. Children take the opportunity to rest and recuperate when needed, supporting their sense of well-being. They relax on the cushions and enjoy a quiet story with staff.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe environment where most risks are minimised and they can move around safely and independently under staff supervision. For example, staff carefully monitor children's arrival and departures and ensure that the play room is locked during the session and an accurate visitors log is kept.

Children use a good range of safe and appropriate equipment, which is checked by staff when setting up to ensure it is in good condition. Although the staff carry out termly fire drills, these are not adequately documented which potentially impacts on the safety of the children. In addition, the evacuation procedure is obscured by other notices in the play room. This means that parents and visitors may not be able to evacuate the premises safely. Fire prevention equipment is all in place and checked regularly.

Children learn to keep themselves safe through enjoyable activities such as crossing the road on imaginary outings to the shops. Staff explain safe practices, such as going round in the same direction when riding on the ride on toys, so they do not collide and hurt each other. Children's welfare is safeguarded and promoted because of staff's awareness and understanding of child

protection procedures should they have a concern about a child. As a result, children are well protected and kept safe from harm.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle well and separate from their parents and carers confidently or are supported sensitively by staff to do so. Children spend their time playing together in small and large groups with staff interacting and supporting them in their play. Staff are caring and value individual children's contributions to help them develop pride in their own achievements. For example, responding enthusiastically when a child proudly shows her the person he had made with the shaped pieces. At times of transition, such as at the beginning of the day, staff greet and say 'hello' to all children and their parents. This helps to develop secure and trusting three-way relationships.

Children relate well to staff who are kind and friendly in their approach to them. The staff join in with children's play and ask questions, such as 'is that mummy on the phone?'. Children are interested in the suitable range of activities and equipment. These are generally used well to support children's all round development. Children are becoming familiar with the routines of the session, which helps them develop their confidence and self-esteem as they happily engage in their preferred activities. Children confidently cooperate with staff and each other as they understand what is expected of them, for example, at 'tidy up time' or when lining up to go to the hall. Children are learning to share because staff praise them for waiting for their turn and reassure them that they will all get a go, for example, when waiting to have a snack.

Staff have been working hard to develop an understanding of the 'Birth to three matters' framework and use it to record the achievements of younger children. Activities are planned to meet the needs of the younger children which, on occasions, impacts on the needs of older children by them not being sufficiently challenged.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage and how children learn and use this to provide a broad range of interesting play and learning opportunities. Staff observe children at play and keep achievement records of children's skills, however this information is not always used effectively when planning the play curriculum. Staff work well together to plan the educational programme through meetings and ongoing discussion. However, the children's intended learning in the everyday curriculum activities is not identified and the learning outcomes from these are not evaluated. In addition, planning does not show how activities can be adapted for the older and more able children. Lack of specific learning objectives and adaptation means that children may not always be offered challenges to ensure they develop their skills. Assessment of adult focused activities against the intended learning outcome is not consistently carried out to monitor the nursery education.

The use of time and resources is satisfactory. Sessions are adequately balanced to allow children time to pursue their own interests interspersed with whole group activities. Staff know the children well and often engage with them to extend their language skills. For example, when a tower of building blocks fell, staff talk to the children about why it happened and what action they can take to ensure that no one gets hurt. Children are involved and motivated throughout the session, they have a positive approach to learning and are eager to take part in new activities.

Children are beginning to recognise numerals and use mathematical language in context. Staff introduce basic mathematical learning such as size and shape through practical activities, for example, construction and dough. Most children can count to ten. Staff support children to count and introduce simple calculation in their everyday play such as while playing with the farm animals.

Most children are confident communicators, they are eager to offer their own contributions and use the microphone to sing during whole group activities. This helps to build their self-esteem and confidence. Children have regular access to books and they handle them appropriately. Staff make group stories interesting as they hold the book so that children can see the pictures and use their voice to hold younger children's attention. The clear labelling throughout the group helps children to understand that print carries meaning. However, staff make insufficient use of phonics to reinforce the initial letters of words and help children to link sounds and letters. Children are provided with sufficient opportunities to develop their emerging writing skills.

Children are learning about their local community through regular visitors to the setting such as the road crossing person and volunteers from the church. In addition, they go on visits to the local market and garden centre. Children freely talk about their home life and staff share local experiences with them, such as taking the train to Diss. They enjoy building and constructing with a wide range of high quality wooden building blocks. Children have frequent opportunities to engage in exploring and investigating other materials such as sawdust, soil, dough and sand to develop their natural curiosity.

They engage well in imaginative role play where they have time to become engrossed and co-operate well, such as having 'a meal' together in the home corner and caring for the 'babies' during the everyday routine. Staff eagerly follow children's ideas, for example, a conversation with the children leads to an imaginary journey on an airplane. Children listen and respond to music, enjoy singing nursery rhymes and exploring musical instruments.

Older children use the computer confidently and demonstrate good mouse skills. Software is available to meet the needs of younger children. Children learn about the natural world through discussion about seasonal changes in the weather and through activities such as planting bulbs.

Helping children make a positive contribution

The provision is good.

Staff call the children by their names and look at them when they are speaking to show that they are interested in what they say and do. Consequently, children feel positive about themselves. Children are developing an understanding of the wider world through planned activities. They celebrate religious festivals from a range of faiths and experience a developing range of resources that positively reflect all members of society. In this way children are helped to learn about and respect diversity.

The provision has effective arrangements in place to care for children with learning difficulties and/or disabilities, and staff work in partnership with parents and other professionals to ensure children's specific needs are met. Children's spiritual, moral, social and cultural development is fostered.

Children play together harmoniously and alongside each other, amicably sharing and taking turns with all the resources. For example, three children played happily together sharing and

exchanging bricks to put in the back of their pick-up trucks. Children are learning right from wrong and to show concern for others. Staff are good role models and their calm and consistent manner and use of sound strategies help children understand the expected rules of behaviour. Children actively encourage others to participate at tidy up time. They are learning to take care of their environment by washing up after snacktime and sweeping up the sand when it falls on the floor.

Partnership with parents and carers is Good. Children's well-being is appropriately supported. Parents are welcomed and staff make time to talk with them on arrival about their children's needs for the day. Parents have access to the policies and procedures to which the pre-school operates to keep them informed about what happens generally at the setting. Parents receive information about the curriculum guidance for the Foundation Stage through open evening. They are actively encouraged to contribute to their child's records which engages them in the learning process to help secure their children's individual progress. The group is currently developing their parents pack to include an 'All about me booklet' so that the group can establish the child's starting point. Parents are invited to serve on the managing committee and regular letters help to keep them informed about any developments at the group. Consequently, parents are supportive of the group and comment very positively about the quality of care and education given to their children.

Organisation

The organisation is satisfactory.

Most of the required records and procedures are in place to support the care and welfare of the children attending. However, the register does not show the hours children and staff attend which potentially impacts on the safe management of the setting. Appropriate recruitment and induction procedures are in place to ensure children are well protected and cared for by qualified staff with a sound knowledge and understanding of child development.

The room is organised to allow children to move around freely and safely and the routine of the session helps children to settle well. Although staff work well together they are not always adequately deployed throughout the session to fully support and extend children's learning and thinking skills.

Leadership and management of the nursery education is satisfactory. The staff team are committed to continuous improvement of the setting and are working together well. Staff have focused on improving the level of care for the younger children and this has distracted them away from the needs of the older and more able children. They are currently reviewing their practice to support children's development across all ages and abilities. Regular staff meetings are held so that all staff are kept informed and can be involved in the planning of activities. A system for staff appraisals has been introduced this year to identify their strength and areas for professional development. The support teacher monitors the provision of the nursery education and is providing continual support to the staff team as they continue to work towards improving the care and education provided. Overall, children's needs are met.

Improvements since the last inspection

At the last care inspection the setting was asked to ensure the complaints procedure contained the contact details for Ofsted and that their child protection procedure contained what to do if an allegation was made against a member of staff. The setting have reviewed its complaints procedure to include the contact details for Ofsted and a poster with this information is clearly

displayed on the parents notice board. The child protection procedure now includes what action would be taken if an allegation is made against a member of staff. This ensures the welfare of the children.

At their previous nursery inspection the group agreed to make full use of the observations and assessments within planning to ensure individual children are supported in moving onto the next stage of learning. They also agreed to develop a more rigorous system for the monitoring and evaluating of the quality of teaching taking place. The group have made some progress in addressing the above points to further improve the children's care and education. The support teacher monitors the provision of the nursery education and is providing continual support to the staff team as they continue to work towards improving the care and education provided. However, the planning of children's activities to ensure all their learning needs are met remains a recommendation for this inspection.

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):

- ensure the emergency evacuation procedures are clearly displayed and accurate records of fire drills kept
- ensure records show the hours of attendance of children and staff.

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):

- improve the deployment of staff to ensure children are fully supported in extending their thinking and learning skills within play (also applies to childcare)
- make effective use of the information from children's assessment records to ensure activities include adaptation to provide children with sufficient challenges to promote and extend their learning

- increase opportunities for children to experience letter sounds during routine play.

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