

# Immanuel Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	510027
<b>Inspection date</b>	05 July 2007
<b>Inspector</b>	Kashma Patel
<b>Setting Address</b>	Immanuel Church Hall, Highters Heath Lane, Hollywood, Birmingham, WEST MIDLANDS, B14 4LX
<b>Telephone number</b>	07979 237800
<b>E-mail</b>	
<b>Registered person</b>	Immanuel Pre-School (1035920)
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Immanuel Pre-School opened in 1993. It operates from a converted church building four days a week and in a classroom at Hollywood Primary school for one session. The church hall consists of a large hall and a small garden. Children also have regular access to the school playground and a small garden on the church premises. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The group opens five days a week during term time only. Sessions are from 9.00 -11.30 at Hollywood primary school on Monday, Tuesday and Thursday, 9.00-11.30 and 13.00- 15.30 Wednesday and Friday 09.00-11.30 from Immanuel church Hall. There are currently 54 children from two to five years on roll. This includes 18 children who receive funding for early education. Children attend for a variety of sessions.

The group employs four members of staff who all hold appropriate early years qualifications. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are learning about being healthy as they follow familiar routines for hand washing after messy play and using the toilet. Staff provide gentle reminders verbally and through the use of posters about the importance of personal hygiene. Accidents to children are managed efficiently as most staff hold a current first aid certificate. All the required consents for emergency medical treatment is in place to promote children's good health

Children in receipt of nursery education have sufficient space to promote their large muscle skills. They benefit from a wide range of activities that contribute to their physical development. Children get plenty of fresh air and regular exercise as they are able to access the school playground on a regular basis. In the church hall they take part in music and movement activities and also use the large apparatus to develop skills in climbing and balancing.

Children are offered a wide range of snacks which are healthy and nutritious. They enjoy snacks of toast and crackers which promotes a healthy lifestyle. Children also bring a piece of fruit daily which is shared with the rest of the group. Individual dietary needs are met because staff exchange relevant information with parents and ensure that any special requirements are recorded and respected. Children are appropriately hydrated because they are able to access regular drinks of water, they are also provided with juice or milk at snack time.

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

The provision is satisfactory.

Children are appropriately cared for in a safe and secure environment where they are closely supervised by staff at all times. The group have use of the church hall and a room in the local school. Safety is promoted as staff carry out regular risk assessments of the facilities and resources prior to children's arrival. Electrical and fire safety equipment is regularly checked and there are appropriate fire safety procedures in place, with up to date records of evacuations. Children become aware of their own safety, for example, they learn how to carry equipment such as scissors safely whilst moving around. They also know they are not allowed to go in to the kitchen and store cupboard.

Children have access to a good range of toys and equipment which are easily accessible and suitable for their development. They take part in a range of play opportunities which are supported by staff or developed by children. For example, they ask for a particular blanket to cover their dolls with and more resources to extend their play. Procedures are in place for staff to check and clean all equipment which promotes children's well-being.

Children's welfare is maintained appropriately as most staff have attended training regarding child protection. They are aware of local procedures and guidelines to enable them to act appropriately, should they have concerns regarding children in their care. A child protection statement is in place and accessible to parents.

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

The provision is good.

Children are happy and content within the group. They are greeted by staff who are enthusiastic and welcoming on their arrival. Staff are fully aware of children's individual needs, because they complete 'individual profiles' on them. This enables staff to provide a suitable range of play opportunities to promote their development. Children confidently talk about events at weekends in detail and take part in 'show and tell' sessions. They bring in their favourite toys from home to talk about with the rest of the group at the end of the session.

Children are cared for by enthusiastic and motivated staff, who give them lots of individual attention to enable them to feel secure and welcomed. Children approach staff with ease and form close trusting relationships with staff, who are interested in what they say and do. Staff listen to children attentively and are skilled in knowing when children's play would benefit from adult intervention and when to hold back to allow them progress. For example, children ask for a tray to place their play dough biscuits on, which they enjoy offering to the rest of the group and visitors.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have an appropriate knowledge of the stepping stones which enables them to provide a suitable range of play opportunities to promote children's learning. Staff carry out regular observations, however they do not always link this information directly to planning. They complete assessments on children, but do not record evidence to support their attainment. Consequently, some areas of the nursery education programme are not as effective. Staff manage children's behaviour well and plan learning experiences which involve children working as a part of a group or on an individual level. They use appropriate learning methods, for example, they ask open ended questions to extend children's thinking and learning.

Children show interest in activities and enjoy their time in the group. They form good relationships with their peers and play well together. For example, they build towers with bricks and share the play dough tools with each other. Through effective organisation of resources and time, children have independent access to all activities and can make choices and decisions about their play. Staff manage children's behaviour well, so that they understand what is acceptable. Children are kind to each other and work co-operatively, older children show care and concern as they ask younger members not to throw toys which gives them a sense of responsibility.

Children are developing positive attitudes towards their communication skills, they listen well to stories where they learn about the 'title' of the book. They respond well to questions as they confidently predict what might happen next whilst reading the 'The very hungry caterpillar' story. A variety of resources such as pens, pencils, crayons and paint brushes are available to make marks. More able children are beginning to write a few letters of their names and know which sound it starts with.

Children are making appropriate progress in their mathematical development. They regularly practice their skills in counting and problem solving. For example, they count the number of children present at snack time and work out how many plates they will need. They have the ability to sort, match and compare objects in to size, colour and shape. Children learn about

weight as they use scales to weigh real and play food such as apples and peppers. They recognise numbers on the scales and can count confidently to ten and beyond.

Children have good access to programmable and V-tech toys which they operate with confidence. They use arrows on the 'electronic bee' to move into different directions and learn new vocabulary such as start, stop, up and down. Children are developing an awareness of other cultures and beliefs through celebrations and discussions.

Children develop their physical skills and their creativity through the use of a range of art materials and tools. They talk about the changes that take place when they add water to corn flour and comment that it feels slippery and melts in their hands. They draw, paint, and create pictures with a variety of collage materials. Children use their imagination to express their ideas and feelings through stories and role-play situations. They join in with familiar songs and rhymes as they explore rhythm.

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

The provision is satisfactory.

Children are happy and relaxed in the setting. Staff promote equality of opportunity through the celebration of multicultural festivals such as Diwali and the Chinese New Year. There is a satisfactory selection of dolls, puzzles and small world equipment which reflects the wider community. Children with learning difficulties and/or disabilities are well supported in the setting which enables them to take part in all activities.

Children behave well within the group, they have clear and consistent boundaries and know what is expected of them. They work well together by sharing and taking turns with resources and equipment. Children's spiritual, moral, social and cultural development is fostered.

Parents are provided with regular information through newsletters and daily verbal feedback. A complaints log is in place, however, it does not reflect recent changes. Staff are also not aware that the log is required to be shared with parents. Parents comment that their children are happy and have settled well into the nursery and this was due to good staff support. Regular consultations ensure that parents are kept well informed of their children's progress.

The partnership with parents and carers is satisfactory. Parents are kept informed of the curriculum through daily discussions and are able to discuss their children's development with their key worker. However, they are not provided with written information about the Foundation Stage which means their involvement in their children's learning is limited. Parents are invited to come and talk to children about their profession and culture. They are also encouraged to take part in their children's learning by borrowing books from the group. A rota system is in place for parents to take part in the group.

### **Organisation**

The organisation is satisfactory.

Children are safe because all staff have been through an appropriate vetting procedure and have the necessary skills and experience to promote children's learning. They benefit from a key worker system which ensures that their care is consistent. The premises are adequately organised and space is used to its full potential to maximise children's play opportunities. Staff are deployed effectively meaning children are supervised appropriately at all times.

The operation plan has been devised and works in practice and documentation which contributes to the children's health, safety and well-being are in place. Staff are generally familiar with the policies and procedures, however, systems to review and update the documentation to ensure compliance with National Standards are still being developed. An appraisal system is in place to assess staff's training and development needs.

The leadership and management of the nursery education is satisfactory. Staff work well together, communicating effectively through weekly meetings. They discuss their strengths and areas of improvement, however, there is no formalised system in place to monitor the effectiveness of the educational programme. Consequently, there are some weaknesses in the curriculum. Staff receive appropriate levels of support from the teacher and are committed to developing their knowledge through regular training.

Overall children's needs are met.

### **Improvements since the last inspection**

At the last care inspection the provider was asked to: ensure fire drills are practiced sufficiently to ensure both children and staff are familiar with the procedures. The setting has made good progress since the last inspection. Regular fire drills are carried out at both settings and the information is recorded appropriately to ensure children are safeguarded.

At the last nursery education inspection the provider agreed to: extend the opportunities for children to develop mathematical ideas and methods to solve simple practical problems and to consolidate their learning through planned and spontaneous activities; develop effective systems for recording observations of children's progress in order to plan the next steps in their learning. The group has made satisfactory progress since the last education inspection. Staff ensure that they make good use of routines and activities such as snack time to help children to count and solve simple problems. Staff also carry out more observations on children in order to plan for the future, however, a system for recording this information is not in place. Consequently, this impacts on the effectiveness of the educational programme. A further recommendation has been made.

### **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.

## **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):

- update complaints log and ensure it is accessible to parents
- update policies and procedures to ensure they reflect changes in the National Standards.

### **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):

- ensure effective use is made of observations and assessments to plan for the next stage in children's learning
- improve information given to parents relating to the Curriculum guidance for the foundation stage
- implement systems to monitor and evaluate the quality of teaching.

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