

Elim Church Day Nursery

Inspection report for early years provision

Unique reference number

142869

Inspection date

23/11/2009

Inspector

Brenda Joan Flewitt

Setting address

Elim Church Hall, Southville, YEOVIL, Somerset, BA21 4JA

Telephone number

(01935) 431625

Email

Type of setting

Childcare on non-domestic premises

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates 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 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Elim Church Day Nursery was registered in 1992 and is run by a church management committee. The nursery operates from the lower ground level of Elim Pentecostal Church and is situated near the centre of the town of Yeovil, Somerset. Children are cared for in three main play areas, where they are grouped according to age and ability. There is a separate nappy changing room and a sleep room available for babies and toddlers. A tarmac surfaced outdoor area is available to the nursery and is situated along the road from the premises. The nursery is open Monday to Friday from 8am to 6pm, all year round except for public holidays. Children attending come from Yeovil, and the surrounding villages.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend at any one time, of whom 40 may be in the early years age range. There are currently 52 children on roll in the early years age range. The nursery is registered to receive government funding for early education, and supports children with special educational needs and/or disabilities. The nursery employs 10 qualified members of staff to work with the children, of which most hold a qualification to level 3. There is an overall nursery manager, and the team are supported by a cook and a cleaner.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, secure and caring environment where they make good progress in their learning through play. Children take part in a good range of activities which are planned according to their interests, and have regular opportunities for outdoor play. The excellent partnership with parents and carers means that families feel included and individual needs are well met. The staff as a whole are committed to continuous improvement through training and study towards further qualifications; there are some effective methods in place to help identify areas for improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the observation and assessment system to clearly identify children's next steps in their learning
- ensure hazards in the outside play area are inaccessible to children; help children to be aware of risks and to consider their own and other's safety, by involving them in carrying out risk assessments
- review the system that includes obtaining written permission for administering medication on the registrar form.

The effectiveness of leadership and management of the early years provision

Staff work effectively together as a team. They communicate well and are clear about their roles and responsibilities, therefore, sessions run smoothly, children know what to expect and settle quickly. Staff generally implement policies and procedures to promote children's welfare and safety. They carry out risk assessments and daily checks of the building to ensure that children play and learn in a safe environment. However, these are not always as effective in the outside play area to ensure that hazards are removed from young children's reach. Staff have a good understanding of safeguarding children, which includes how to recognise signs and symptoms of abuse and the procedures to follow if they have concerns. Their knowledge is kept up-to-date with training, and existing injuries are recorded as routine. All this helps to protect children from harm. There are clear recruitment and induction systems to check staff's suitability to work with children, and to ensure they are certain of their responsibilities. All required records are in place and completed clearly to promote children's healthy and safety. There is a clear procedure for administering prescribed medication to children, to ensure their ongoing health. However, the permission obtained on the initial registration form is open to misinterpretation.

Effective staff deployment means that all children, including those with additional needs, are well supervised and supported. There is a very good range of toys and resources available throughout the nursery, which are well organised to allow children to make spontaneous choices to extend their own play and learning. This includes a variety of resources that reflect images of diversity, so that children start to develop a positive self-image. Outside resources are utilised to promote children's awareness of their local environment.

Staff are extremely good at promoting positive and supportive relationships with parents and carers. There is a wealth of information readily accessible to parents about the setting, by way of a prospectus and displays within the nursery. There are daily opportunities for sharing information verbally in order to meet individual needs, which is supported by daily diaries that record food intake, nappy changes, sleep patterns and achievements. Parents are welcomed into the nursery to share their skills and knowledge to support children's learning, and are fully involved in the assessment of their child's progress. Staff have developed effective systems for sharing information with other settings that children attend, to support their welfare and development.

The nursery have made considerable improvement since the last inspection. All the recommendations have been addressed which has improved children's care and learning. Staff are committed to continuous improvement, and contribute to the self-evaluation document to help identify areas for development. Training is well supported to ensure that staff keep their knowledge of various areas of caring for children, up-to-date.

The quality and standards of the early years provision and outcomes for children

Children are happy, settled and secure in the care of staff who know them well as individuals. They spend their time at the nursery in a friendly, caring and well organised environment where they form trusting relationships with adults and each other. From an early age, children are confident to make their needs known. For example, young babies are responded to positively as they attempt to use language to communicate. Their individual routines are discussed and respected to that they eat and sleep according to their own needs. The transition between rooms as children develop has been carefully considered to ensure that children become familiar with a new physical environment and new people. Children behave well. They learn to share toys and take turns and are encouraged to display good manners with 'please' and 'thank you', and as they sit at tables for their meals. All children receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem. Children develop a strong sense of belonging as they see photos of themselves displayed, and come together for lunch.

Overall, staff have a good understanding of the Early Years Foundation Stage learning and development requirements. They make observations of children's play to assess their stage of development. Children's activities are planned according to their own interests. However, the system does not consistently show how children's individual next steps are planned for. Throughout the nursery, children enjoy a good balance of self-initiated and adult-led activities which help them learn through exploration and play. All children have many opportunities to investigate a good range of materials and resources. For example, toddlers enjoy using their senses as they relax in the 'sensory corner', crackling paper, smelling herbs, crunching leaves, and making music amongst soft fabrics and twinkling lights. Children are encouraged to express themselves in a variety of ways such as moving to music, through role play and paintings and drawings. There are always mark-making materials readily accessible for children to practise skills for writing. Children learn about number and shape through games, puzzles, construction and everyday day activities. Older children use their skills to solve problems, such as how many cups are needed at snack time. They practise early calculation through songs like 'five current buns', or 'five little speckled frogs'. Children develop an awareness of their environment by looking at and discussing photos of features in the town, and going on walks in the local area.

Children's health is well promoted. They learn good procedures for their personal hygiene which includes brushing their teeth after lunch. They make choices from healthy options for meals and snacks. Children enjoy a freshly prepared hot lunch, such as vegetable curry, as well as snacks that include fresh fruit. Children have daily opportunities for fresh air and exercise as they walk to the near-by enclosed area where they manoeuvre wheeled vehicles, play ball games or use tools to dig in soil. Children learn about aspects of their own safety as they understand about using equipment safely and the dangers of traffic when they are out and about.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met