



Emmanuel Christian Centre Nursery

Inspection report for early years provision

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| Unique Reference Number | 146924 |
| Inspection date | 13 October 2005 |
| Inspector | Jennifer Liverpool |
| Setting Address | 102-106 Erskine Road, Walthamstow, London, E17 6SA |
| Telephone number | U/A |
| E-mail | |
| Registered person | Emmanuel Christian Centre Nursery |
| 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 Christian Centre nursery has been registered since 1984. It operates from two halls within a community centre in the area of Walthamstow in the London borough of Waltham Forest. Emmanuel Christian playgroup is managed by a voluntary management committee, made up of parents of children at the playgroup and members of the church. A maximum of 28 children may attend the playgroup at any one time. The playgroup opens each weekday from 09:30 to 12:00 during term

time. All children share access to a secure enclosed outdoor play area.

There are currently 26 children aged from 2 to under 5 years on roll. Of these 20 children receive funding for nursery education. Children come from local and wider catchment areas. The playgroup currently support a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The playgroup employs seven staff, six of the staff, including the manager hold appropriate early years qualifications and one member of staff is currently working towards a qualification.

The nursery is currently working towards an investors in children's award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from nutritious and varied snacks on a daily basis, and they enjoy choosing from a variety of spreads for crackers and toast provided by staff. This helps children develop good eating habits, and the ability to make healthy choices. Staff have a good understanding of healthy eating for children, and ensure that their dietary requirements are met. Children know when they are thirsty and confidently help themselves to drinking water that is available throughout the session. Children enjoy many opportunities to take part in physical play, both indoors and out. They use a range of equipment including climbing frames, tricycles and balancing beams to develop their balance and co-ordination.

Children automatically wash their hands after visiting the toilet and before eating, and they know this helps prevent the spread of germs. However, children do not have easy access to hand drying facilities in the toilet.

All staff holds a current first aid certificate ensuring that their knowledge is up to date in the event of an accident. The contents in the first aid box are limited given the numbers of children that the setting is registered for.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from playing in a spacious and well organised environment, which allows them to move around and play safely. They carefully walk around each other and furniture when indoors, and confidently peddle and manoeuvre tricycles outdoors. Children use a wide range of good quality toys and equipment that conforms to safety standards and is appropriate for their age and stage of development. They have easy and safe access toys that are set out for them on a daily basis. All children are developing good manipulative skills as they handle a

good range of small equipment at snack times and during arts and crafts activities.

Children enjoy their play in a safe environment. Regular risk assessments, indoors and outdoors ensure children's safety. Staff provides children with gentle reminders to help them learn to keep themselves safe when playing. Children and staff practise the emergency evacuation procedures on a regular basis. This helps children to become familiar with the routine in the event of an emergency.

Staff are aware of child protection policies and understand the procedures to follow if they have any concerns. This supports children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and enjoy their time at the nursery. They are interested in the activities available and spend time concentrating on self chosen activities such as role-play, small world and construction sets. Children relate very well to staff and are forming firm friendships with their peers. Children confidently approach staff for support indicating a good trusting relationship. Younger children are learning to wait for their turn, and are encouraged to share toys and equipment. Staff interact well with children in the role-play area by asking questions. This helps to extend children's vocabulary, build on their communication skills and help them to organise their thoughts.

Children enjoy a good range of activities that are stimulating and well balanced for all ages. They enjoy and learn from activities such as sand and water that allows them to explore texture, develop pouring skills and investigate changes from dry to wet sand. Children's creative and imaginative development is fully supported through planned activities such as painting, junk modelling, role-play and dressing up.

Nursery Education

The quality of teaching and learning is good. Children are making good progress along the stepping stones towards the early learning goals because staff have a secure understanding of how children learn, and they provide a range of exciting activities and experiences for all children. Staff teaching methods are effective in supporting the learning needs of all children through the organisation of activities in small and large group, and they offer a flexible routine that encourages children to initiate their own play and participate in adult led activities.

Children are motivated to learn, and they are eager to try out a wide range of activities. Children concentrate well in their self chosen activities and show enjoyment in both indoor and outdoor play. Children are developing positive relationships with staff and they are forming firm friendships with their peers as they take turns during group activities and share equipment amicably. Children speak with confidence and they listen very well to stories and instructions given. They freely access a variety of writing materials and are beginning to write for a purpose, such as writing symbols in a notebook during role-play. Older children attempt to write their name with some support. Children are gaining competence in recognising and using numbers in their

play. They are developing their mathematical language as they compare the size of teddy bear figures and name the different sizes such as 'big' and 'small'.

Children are gaining competence in using the computer, and a good range of programmes are provided to support their learning in mathematics, language and literacy. Children learn about their environment through planned activities and discussions as they confidently talk about changes to the weather. Children engage in a range of creative activities that enable them to express themselves through dance and movement, making objects out of recycled products and drawing their own observations of leaves. Children use their imagination well as they act out their real life experiences; for example, children use pretend medical equipment to listen to doll's heart beat in the hospital role-play area.

Staff observe and monitor children's progress on a regular basis and this is used to identify individual targets for children. Useful activity plans ensure that children are provided with a range of learning opportunities across the breadth of the curriculum, and these are evaluated in order to assess their learning outcome. Although staff regularly discuss ways to meet the different needs and abilities of children, the adaptation of activities for individual children is informal.

Helping children make a positive contribution

The provision is good.

Children attending the nursery come from a variety of backgrounds, and a number of them have more than one language. Many of the staff speak a variety of community languages and provide effective support to both children and staff to promote good communication for all. Children are becoming aware of their own and other cultures as they work and play alongside each other, through a range of resources, and observe visual aids that depict positive images of diversity.

There are good systems in place to support children who have special needs. Close liaison with parents and outside agencies ensure all children's needs are planned for and met through regular observation and assessments. Staff encourage all children to participate in a wide range of activities, and generally adapt these according to each child's level of ability. Children behave well because staff have a consistent approach to managing behaviour by using appropriate strategies which help children to understand what is right and wrong.

The partnership with parents and carers is good. Parents are encouraged to contribute to their children's development and learning, from when they start through completing initial assessments. This helps staff to get to know what children can do and build on what they already know. There are both formal and informal systems in place for staff and parents to share and exchange information about children's progress and development. Parents and carers contribute to their children's learning in other ways such as attending meetings, completing evaluation questionnaires about the provision, and loaning books from the nursery to share with their children at home.

Spiritual, moral, social and cultural is fostered.

Organisation

The organisation is good.

Staff work well as a team and effective communication and support allow them to provide varied and stimulating activities for children to experience and learn. Staff deployment is good and ensures that children are well supervised at all times. Children benefit from a key worker system that ensures appropriate support and care are offered to them throughout the session. Staff are knowledgeable about current child care practices to support the development and care of all children. They have a good understanding of the foundation stage curriculum, which has a positive impact on children's learning.

Leadership and management is good. Regular meetings and individual staff supervision ensures that staff are clear about their roles and responsibilities and understand the procedures so that they can contribute to the safety and welfare of the children. All documentation required for the safe and effective management of children is in place, and good systems are in place for monitoring children's progress. However, there are too few examples of children's previous work to fully show how they have progress over a period of time. Management are continuing to review policies and practices in order to improve the quality of care and education for children.

The setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last Children Act inspection the nursery was asked to request written permission from parents for seeking emergency medical advice or treatment, and include required details in complaints and child protection policies. Parents now give written permission for their children to be medically treated in an emergency. The complaints and child protection policies have been updated to include relevant contact details. These improvements help to ensure children's welfare is well promoted.

The previous nursery education inspection recommended that the nursery provide more opportunities for children to practise problem solving and compare the number of objects by groups, and giving older children opportunities to undertake simple addition and subtraction. Also, to extend children' vocabulary and place more emphasis on the sounds of word and syllables in work with more able children. Regular opportunities are provided for children to participate in a range of activities such as comparing the numbers of play figures into groups of two and three, and they enjoy comparing the sizes of bears into big and small groups. More able children are encouraged to work out how many cups they need for each child, and if they have enough or need more. Children's vocabulary is developing through the introduction of new words in topics and story sessions. Older children are beginning to develop an awareness of alphabet letter sounds as they recite the alphabet letters and are supported to identify the sounds of letters. These improvements have enhanced children's learning.

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.

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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):

- continue to improve children's health by ensuring the first aid box is kept fully stocked, and make hand drying facilities more accessible to them.

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 planning clearly states how activities are to be modified or extended for children of various abilities, and provide regular opportunities for more able children to practice writing their names.
- continue to develop useful record keeping by considering other ways to confirm and provide evidence of how children progress over a period of time

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk