

Elim Day Nursery

Inspection report for early years provision

Unique reference number 203995
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Inspector Lynn Amelia Hartigan

Setting address Elim Christian Centre, Hall Street, Chelmsford, Essex, CM2 0HG
Telephone number 01245 358855
Email nursery.info@elim.org
Type of setting Childcare on non-domestic premises

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the setting

Elim Day Nursery opened in 1979 and operates from a suite of rooms on the ground and first floor, within Elim Christian Centre, in Chelmsford. The premises are accessible via a slope leading into the hall entrance. A secure enclosed area is used for outdoor play activities. A maximum of 84 children aged under eight years may attend the setting at any one time. The nursery is open five days a week from 7.45am until 5.45pm, all year, with the exception of one week at Christmas. Sessional care is also offered providing care to those aged under five from 7.45am until 1.00pm and from 1.00pm until 5.45pm. The nursery is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

There are currently 120 children attending who are within the early years age range. There are 26 members of staff, including the manager. Twenty five members of staff hold appropriate early years qualifications to Level 2, 3 and above.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting is effective in ensuring children progress satisfactorily through the Early Years Foundation Stage (EYFS) within an inclusive, bright, and child friendly environment. Children are happy, secure and settled as a committed staff team ensure their individual needs and requirements are met. Some good opportunities for communication and partnership with parents significantly enhances the children's day at the setting. Systems are mostly in place to ensure the setting is organised effectively, however, fire drills are not practised regularly. The staff's commitment, with regard to inclusion, ensures that children's individual needs are supported. The staff are now beginning to be reflective within their practice and are developing a system that demonstrates how self-evaluation will ensure the continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- extend opportunities for babies and younger children to explore and experiment with natural materials
- review the organisation and planning of the indoor and outdoor learning environment to provide children with opportunities to initiate their own play and follow their own interests
- increase opportunities for children to develop an understanding of dangers and how to stay safe, for example, by providing and implementing an emergency evacuation procedure or by ensuring all children are familiar with, and have an opportunity to practise, emergency evacuation procedures

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to involve all staff in identifying the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop a systematic and routine approach to using observations and use assessment to plan the next steps in a child's developmental progress and regularly review this approach.

The effectiveness of leadership and management of the early years provision

Most of the staff have a sound knowledge of the learning, development and welfare requirements, within the EYFS. The manager and her team are motivated to provide a good service and are familiar with the need for ongoing training to ensure continuous improvement. The children are cared for by a qualified staff team, within a secure environment that reflects the children's backgrounds. A recently reviewed safeguarding policy is understood by all staff members who are familiar with their individual responsibilities to ensure the children's well-being is not compromised. Several staff members are currently training with regard to safeguarding children and have the skills and expertise required. Risk assessments are being developed to ensure the environment and activities both indoors, outdoors and trips within the local community, remain safe for children. However, regular opportunities for children to learn about keeping themselves safe are not systematically reviewed. For example, fire drills are infrequent and some staff members and students are not familiar with the procedure. The manager demonstrated the process for successful recruitment, induction and training and a satisfactory policy and procedure is in place. All staff members have completed checks and thorough procedures are in place to ensure children are never left unsupervised with anyone who may be awaiting clearance.

The nursery's practices are detailed within the policies and procedures, which are currently being reviewed. These are made accessible to parents to ensure they are fully informed. Good systems are in place to ensure communication between the parents and staff, such as, questionnaires, notices throughout the nursery, communication books and an open door policy. However, the manager is planning to enhance this further by creating a parents area and notice board within the main entrance hall. The manager and many of the staff are motivated to seek further improvement and were able to demonstrate how areas for improvement could be addressed effectively.

Through consultation, parents are encouraged and supported to contribute to their child's initial assessment on entry to the nursery. Staff engage parents in ongoing verbal communication and encourage parents to be involved and contribute to the ongoing learning and development of their children. Adequate resources, that are of good quality support the children's learning. However, these are not always readily available and easily assessable to the children for self-selection and do not always challenge the children sufficiently.

The manager is able to discuss procedures for monitoring and evaluation of the

provision. However, these are in the early stages of development to ensure self-evaluation is effective in enabling the staff to identify areas for improvement and identifying plans for future development. Some good links are being made with the local community and partnerships with other settings that children may attend, as the manager has a clear understanding of the importance of these to ensure a consistent approach to the children's learning and care. In particular contact with the local primary school is good. Teachers are welcome to visit the children in the nursery who will be leaving to attend school. The manager continues to follow the children's progress once they have left by contacting the school to ensure that all required information was in place to ensure a smooth transition. Parents speak highly of the nursery and the staff team.

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

Children are able to play and learn in a child-friendly and welcoming environment. The staff work well as a team to ensure the premises are inviting and welcoming to children. Staff have a satisfactory understanding of child development and how children learn. They are very caring and interact well with the children, they speak intuitively about the children in their care and as a result children feel comfortable and confident in the setting. Children are provided with a satisfactory range of play and learning opportunities. Babies enjoy playing with boxes, glitter shakers and musical instruments and squeal with delight when they make a noise. However, heuristic play activities are limited and babies and toddlers do not always have opportunities to explore and discover natural materials.

Older children enjoy the sand tray and construction and most are proficient on the computer managing the mouse with skill. However, the daily organised routine of the sessions impacts on the children's ability to use the resources and equipment fully and extend their play and learning. For example, activities are packed away sometime before the end of each session to accommodate the preparation for mealtimes, sleeping and preparing for outdoor play. Many of the activities are floor based and are easily accessible and comfortable for the babies and younger children. However, there is a lack of quiet cosy areas where children can rest or enjoy stories, throughout the whole nursery.

There is a calm atmosphere throughout the sessions and children clearly have a fun time moving freely indoors. Children have the opportunity to play outdoors at certain times during the day and enjoy using the climbing frame, slide and ride on toys. They are able to practise their throwing and catching skills when playing ball and balancing skills when jumping in and out of hoops. However, the six areas of learning are not always considered when staff plan for outdoor play. Children are secure within the nursery and their behaviour is very good as staff are good role models, they are attentive respectful and listen to the children. As a result, children display confidence and are developing good self-esteem. A key person system operates and every child's uniqueness is valued. The key person system ensures staff provide each child with an individual approach and form good relationships with the parents. Most staff demonstrate how the processes in place, support assessment, observation and planning. This continues to be developed and the

nursery have sought advice and help from the partnership to support staff to ensure changes in planning are effective. Observations are good but infrequent and it is unclear how the children's next steps in learning, informs the planning. Children are generally making satisfactory progress in information and communication technology, although opportunities for mark making are limited. They are developing good co-operation skills and negotiate well when working together with their friends.

Children's health and welfare is promoted well. They are able to use their own bathroom independently with prompt posters reminding them of the routine to follow. Children are able to access drinking water throughout the session, although, this is not widely used. Children are encouraged to make healthy choices about what they eat and drink. They sit together to share nutritious teatime snacks such as, fruit, cheese and vegetable sticks. Meals are prepared on site and are well balanced and nutritious. Children enjoy casserole and vegetables, followed by banana and custard. Babies are encouraged to make early attempts at feeding themselves as staff offer them spoons. Older children have some opportunities to be independent, for example, in the pre-school room a table monitor is chosen every day and they help staff lay the tables. Children learn to cut fruits when participating in a fruit tasting activity and have fun tasting different fruits from around the world.

Children are able to learn about keeping themselves safe as they discuss road safety when out walking in the community and through themed activities. They also learn how to manage themselves within the setting, such as not to run indoors. Children learn and celebrate some different cultures and traditional days as these are incorporated within the planning. This enables the children to have an understanding of the world around them and embrace differences. Children have opportunities to learn about the wider world as they participate in activities and play with some toys, books and resources that are representative of diversity. All staff are dedicated to providing a quality service and are consistently polite and respectful toward the children. As a result children's behaviour is very good.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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