



Immanuel Pre-School

Inspection report for early years provision

Unique Reference Number	510027
Inspection date	06 December 2005
Inspector	Jennifer Turner
Setting Address	Immanuel Church Hall, Highters Heath Lane, Hollywood, Birmingham, WEST MIDLANDS, B14 4LX
Telephone number	07979 237800
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Registered person	Immanuel Pre-School (1035920)
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?

Immanuel Pre-School opened in 1993. It operates from a converted church building in the Hollywood area of Birmingham. There are currently 36 children from 2 to 5 years on roll. This includes 20 funded three and four year olds. Children attend for a variety of sessions. The setting supports children with special needs and children who speak English as an additional language.

The group opens 4 days a week during term time only with sessions operating on

Tuesday to Fridays 09:00 to 11:30 and Tuesday to Thursday 13:00 until 14.30.

There are 4 full-time staff working with children. Three staff hold a relevant early years qualification. One staff member is currently working to Level 3 qualification. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership. The Pre-school is a member of the Pre-School Learning Alliance (PLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children begin to develop an understanding about good hygiene practices through daily routines. They wash their hands independently after messy play, after using the toilet and before snacks. This helps them to effectively understand the need to practice good routines of personal hygiene. Children play and are cared for in an inviting and clean environment. Staff ensure that effective procedures are in place for changing nappies, checking and cleaning equipment.

Daily routines and activities ensure a good balance of energetic play and opportunities for children. Children enjoy exercise and develop a positive approach to this through regular opportunities for indoor physical activity and walks in the local environment. Children have a good awareness of space and use a wide range of small and large equipment, for example, scissors, paints brushes, play dough cutters and bikes, with confidence.

Children's health care needs are supported appropriately with policies and procedures which work in practice, for example, if they require medication, have an accident or become unwell, and suitable arrangements are in place to minimise any risk of cross infection.

Children are well nourished. They are able to help themselves to easily accessible drinking water throughout the day and enjoy fresh fruit at snack time. Children's individual dietary needs are well met as these are discussed with parents and information about cultural and individual needs are recorded.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean and well maintained environment which is effectively organised to enable them to move around freely and safely. They play with high quality toys and equipment that are maintained in good condition and provide a good level of challenge appropriate to the children's age and stage of development.

Children's welfare and well-being is fostered in the setting and children are kept safe. This is because staff have a good awareness of health and safety issues and risk assessments are used to reduce potential hazards. Staff are deployed effectively,

which means the children are supervised well. Access to the premises is monitored by staff who check identification and record details of visitors to the setting. Fire evacuation procedures are displayed, however, fire drills are not practised sufficiently with the children and new staff to ensure they know what to do. Children have a good understanding about safety in the setting, which is developed through good staff explanations, for example, about being careful and making sure no one gets hurt on the climbing frame or when riding the bikes.

Children are well protected from possible abuse or neglect. This is because staff have a good understanding of the procedures to follow with any concerns and some staff have attended training. New staff are given guidance and support as child protection procedures form part of the staff training programme and discussions in staff meetings. Staff are fully aware of the types of abuse and signs to look for.

Helping children achieve well and enjoy what they do

The provision is good.

Children clearly enjoy being at the setting, and eagerly take part in the varied stimulating and practical activities provided for their learning and enjoyment. There is a warm and caring atmosphere where children feel genuinely valued. They initiate their own play and develop this to include ideas and subjects they have learned about. Children achieve well because staff plan effective activities and have a good understanding of early years guidance, such as the 'Foundation Stage Curriculum' and 'Birth to three matters' framework. They use this to ensure they suitably challenge individual children and plan the next steps in their learning.

Children's independence is promoted through a variety of opportunities and they move around freely accessing toys and play equipment. Children are fully involved in a wide range of enjoyable activities, which develops their imagination, language and creative development, for example, sand, water, role play, construction, arts and crafts. All children benefit from the warm relationships with staff who are interested in what they say and do and give them lots of praise and encouragement. Children play well together, they are learning to share and have respect for each others feelings.

Nursery Education:

The quality of teaching and learning is good. Staff have attended training on the Foundation Stage and competently put this into practice. They provide a wide range of activities and experiences to cover all areas of children's learning. Most children are self-assured in their play and confident to try new experiences. Staff manage children's behaviour well by creating an environment that sets, explains and maintains clear and consistent limits. Children are able to access a very good range of resources which support their learning across all areas.

All children are keen to share experiences with staff and other children. They are sociable and readily engage their peers, staff and visitors in conversation. The room is well organised and resources are attractively set out to promote independence and stimulate interest in learning. Children are very imaginative as they pretend to be fire fighters or train drivers.

Children are making good progress in most areas of learning, however, staff do not always maximise children's learning by using naturally occurring opportunities to consolidate their learning in all areas, particularly within the area of mathematics, where they have limited opportunities to solve simple number problems during every day situations. Older children count reliably up to ten and some beyond and children begin to use language to describe and compare shape, position and size as they explore different shapes and sizes of shells. Children are beginning to show an interest in numbers and are generally supported in developing the skills needed for counting. Younger children are helped to say numbers in the correct order and recognise the number of objects in a small group.

Children's physical skills develop and improve through a wide range of experiences, including music, movement and through the use of the climbing frame to develop skills in balancing. Children show an awareness of space for themselves and others as they move around the room riding a range of bikes and cars. There are good opportunities for children to be creative and practise writing for a variety of purposes. They enjoy books, accessing them independently and listening to stories. Good emphasis is placed on developing children's communication, language and literacy skills. For example, by linking sounds to letters and by being able to recognise and write their names. Children's interest in books is supported through the shared reading scheme and they take books home to share with parents. There are good opportunities for children to find out about features of the local environment and community, they go for walks in the local area, visit the local school and the library. They enjoy using all their senses to explore a wide range of different materials including water, sand, clay and through tasting, smelling and feeling activities.

Planning is flexible, clear and covers all areas of learning in the curriculum. There is a good balance between adult and child-led activities. Planning for focussed small group activities ensures clear learning intentions are identified for children. Systems for observing, monitoring and recording children's achievements are currently being developed, although this needs to be more effective in order to plan the next steps in children's learning. Staff with responsibility for special needs have a sound knowledge of the procedures and develop good relationships with parents and other professionals. This ensures children with special needs are included in all aspects of pre-school life and make good progress.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals. All children are welcomed into the group and staff know the children well. They are aware of their individual needs and preferences and this helps children feel secure and settled. Children develop a positive attitude to others and an understanding about the wider world and community. Staff plan a range of activities and use resources to increase children's awareness of diversity and they explore a variety of festivals and celebrations. This positive approach fosters children's spiritual, moral, social and cultural development well.

Children behave well and are beginning to understand right and wrong through consistent boundaries and age appropriate methods used by staff. For example, by having a quiet word with children and giving a suitable explanation. Staff encourage children to play alongside each other, sharing both space and toys, respect each other and be considerate. Children are given lots of praise and encouragement and are rewarded in their achievement, for example, by using 'smiley face' stickers. Children respond positively to this and this helps develop children's self-esteem and confidence.

Partnership with parents and carers is good and sensitive settling in arrangements help children, parents and staff get to know each other. Children benefit from very effective information sharing with parents through newsletters, daily feedback, parents evenings to discuss their progress and information displayed on the notice board. Parents are aware of the current topic and this helps parents to become involved in their child's learning. Parents receive helpful information about the provision, the aims of the setting, information about the policies and procedures and the Foundation Stage guidance.

Organisation

The organisation is good.

Children are cared for in a well organised environment. Indoor space is laid out to maximise play opportunities for children. Staff are clear about their roles and responsibility and new members of staff are informed about the policies and procedures through effective induction procedures. Children benefit from well deployed staff, who consistently interact with them and give children good support, care and encouragement. This helps children feel secure and confident and promotes their well-being and development.

The leadership and management of the nursery education is good. This contributes to children making good progress towards the early learning goals. Staff have attended Foundation Stage training and are involved in planning for all the curriculum to help children develop in all areas. The setting are clear about their aims and objectives and fully committed to improve the quality of care and education for all children. All staff are committed to continuous improvement and development and there is provision for ongoing training.

Children's care is enhanced through efficient and effective organisation. Staff implement policies and have efficient recording procedures in place which protect children's health and well-being. Policy documents are reviewed and updated and staff and parents are made aware of any changes.

Overall, the provision meets the needs of the range of children who attend well.

Improvements since the last inspection

At the previous inspection the setting was asked to ensure that toys and resources offered sufficient challenge to the older children. This has been addressed with the

purchase of additional toys and resources, which now ensures that all children are challenged well.

Complaints since the last inspection

There are no complaints to report.

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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 fire drills are practiced sufficiently to ensure both children and staff are familiar with the procedures

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):

- 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

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