



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 510027

DfES Number: 513150

INSPECTION DETAILS

Inspection Date 16/12/2003
Inspector Name Bev Nembhard

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Immanuel Pre-School
Setting Address Immanuel Church Hall
Highters Heath Lane, Hollywood
Birmingham
WEST MIDLANDS
B14 4LX

REGISTERED PROVIDER DETAILS

Name The Committee of Immanuel Pre-School

ORGANISATION DETAILS

Name Immanuel Pre-School
Address Immanuel Church Hall
Highters Heath Lane, Hollywood
Birmingham
WEST MIDLANDS
B14 4LX

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Immanuel Pre-School opened in 1993. It operates from a converted church building. The group is found in a large hall, which is also shared by the local community. There are currently 34 children from 2 to 5 years on roll. This includes 7 funded three year olds and 2 funded four year olds. Children attend for a variety of session. The setting currently supports a number of children with special needs and English as an additional language.

The group opens 4 days a week during term time only

The group operates Tue-Fri 9.00-11.30 and Tue/Thurs 13.00.3.30.

There are 3 full times of qualified staff working with children. All of who hold a relevant early years qualification. The setting receives support from a teacher/mentor from the Early years Development and Childcare Partnership.

How good is the Day Care?

Immanuel Pre-School provides good care for children.

Staff creates a welcoming and secure environment for children and parents. They are greeted with smiles, children's work is displayed around the nursery and they keep parents informed of their children's activities. Good operational plans ensure that staff works as a team to meet children's needs throughout the day. All documentation is in place and up to date to ensure the safe management and efficient running of the nursery.

Staff are active in promoting the good health and hygiene practices of children. Appropriate measures are taken to prevent the spread of infection. Children know to wash their hands and are reminded and encouraged by staff. Children are cared for appropriately if they become ill and will be excluded depending on the nature of the illness. Parents are asked for regular updated information about any possible health issues, allergies and dietary requirements. A comprehensive awareness of safety

amongst staff ensure that risk assessments are in place and child protection procedures work in practice.

Children are involved in a range of activities allowing for a balance between active play and quiet times. They enjoy their play and relate to others. However the range of activities needs to take into account the needs of all children's age and stages of development. Staff encourage children to value people's differences and abilities through play, books and celebration of festivals. Children with special needs are included in all activities. Staff compliment achievements and have high expectations for behaviour, as a result children behave well.

Staff works in partnership with parents to meet the needs of the children. Policies and procedures keep parents informed about the provision and their children.

What has improved since the last inspection?

The equal opportunities policy has been implanted into practice, as demonstrated through the range of activities, planning and accessibility to resources.

Policy complies with ACPC guidance and three members of staff have completed Child protection course, this information is then shared amongst the staff team.

What is being done well?

- Welcoming environment, which caters for both children's and parents needs.
- Good operational plan.
- Staff active in promoting health and safety, through risk assessments
- Good range of resources, which represent all areas of equal opportunities and anti- discriminatory practice.

What needs to be improved?

- ensure all activities take into account, the children's age and stage of development and offer suitable challenges.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
5	Ensure that toys and resources offer sufficient challenge to the older children in the groups.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Immanuel Pre- School provides generally good nursery education. Children are making generally good progress towards the early learning goals.

Teaching is generally good. Staff have a clear understanding of the early learning goals and attend training to further their knowledge. Staff work together to plan the curriculum though plans do not include differentiation for more or less able children. Staff respond well to child initiated play and involve themselves, extending children's learning and providing resources to enable the children to develop their ideas. Children are not always challenged appropriately and on occasions staff do not allow children to develop their creative skills. Behaviour management is good. Staff distract children from unacceptable behaviour and offer them clear and consistent explanations. Staff organise resources well, preparing them in advance and ensure children have sufficient equipment to enable them to share. Staff make regular observations of children and use written information about gaps in children's progress to inform future plans.

Partnership with parents is very good. Staff provide parents with comprehensive written information regarding the Foundation Stage and keep them updated with planned activities and themes. Parents are informed of their child's progress on a daily basis and more formally at twice yearly meetings. Staff encouraged parents to say at sessions and to be involved in their child's learning.

Leadership and management of the setting is very good. Staff are committed to improving the standard of care and education offered and welcome support from the Early Years Childcare Development Partnership (EYDCP). Staff regularly consult parents about the service and are able to identify the strengths and weaknesses of the service.

What is being done well?

- Children from good relationships with staff, peers and others. they play together in pairs and small groups and are able to share and take turns.
- Children are confident speakers and use language for thinking and communicating, often initiating conversation and showing an awareness of the listener.
- Children show an interest in how and why things work. They initiate games and explore objects and their features with excitement.
- Children explore sound with enthusiasm and sing a range of songs and rhymes, often matching their movements to music.
- Partnership with parents is very good. Staff encourage parents to be involved in their child's learning and ensure they are kept fully informed of their

progress.

What needs to be improved?

- opportunities for children to practise mark making for a variety of purposes
- opportunities for children to compare numbers
- the use of information technology
- the level of staff input during structured activities.

What has improved since the last inspection?

At the previous Inspection the setting agreed to provide more opportunities for children to practise mark making and writing their names. Progress in this area is limited and opportunities for children to write for a variety of purposes are lacking. The setting also agreed to provide more opportunities for older children to use and record numbers to consolidate practical activities. Children do not regularly use mathematical ideas to solve problems and their use of language to compare numbers is limited.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children form good relationships with staff, peers and others. They play well together in pairs and small groups. Children share resources and take turns during group activities. Children do not always select resources themselves and some children are not aware of the consequences of their actions on others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and show awareness of other people during conversations. They use language for thinking and talk about what they are doing. Though some children write recognisable letters they do not practise writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confident counters and use numbers as labels, correctly matching numbers to everyday objects. They explore and identify shape accurately and compare size. Children do not use language to compare numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show interest in how and why things work and initiate games and experiments. They have a good sense of place and identify features of their environment. Children do not often use information technology to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move freely around the setting and link sequences of movements together. They understand the need to stay healthy and how to do so. Children do not explore texture through the use of malleable materials.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children express their imagination through a range of activities. They sing a range of songs and match their movements to music with control and coordination. Children do not always express their imagination during creative activities.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- provide children with more opportunities to practise writing for a variety of purposes
- increase opportunities for children to compare numbers
- provide more opportunities for children to use information technology
- allow children to express their creativity during structured activities.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.